

School Activities



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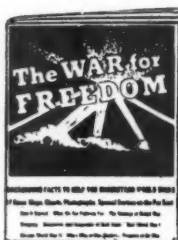


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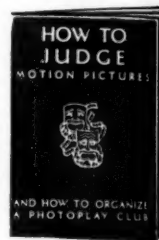


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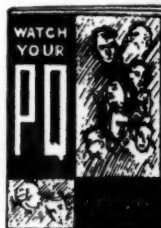


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School Activities

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DECEMBER, 1942

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As the Editor Sees It

According to statistics from the National Safety Council, young men and women 15 to 24 years old show greater increases in motor vehicle death rates than any other age, both from 1922 to 1941 and from 1940 to 1941. The 1941 death rate represented a 26 per cent increase over 1940 and was more than three times that of 1922. And we'll gamble that there have been senseless and useless accidents to students of your school.

Under the supervision of the state department of public instruction and the motor vehicle department, more than 100 Wisconsin high schools have added combined classroom and home training courses in safe driving. Note "safe driving"—not merely courses about automobile mechanism and traffic rules. We need such a program in every school in every state.

Yes, the war is bringing the teacher additional curricular and extra-curricular loads, but think for a moment what it is bringing those individuals who are in it directly.

Although apparently illogical in some ways, in general, state codes hold that the school is not responsible for the medical treatment of athletes' injuries. In order to provide this oft-needed protection, some schools build up a sort of protection fund, setting aside a definite percentage of the gate receipts for this purpose. This plan may be somewhat satisfactory, but it is our humble opinion that an insurance plan, such as that described by Mr. W. F. Showers in this issue, is preferable, mostly because it guarantees complete and adequate protection, and distributes the expense among a number of schools.

One of the losses being caused by the war is the de-masculinizing of our faculties. Extra-curricular activities, in particular, have begun to feel this loss. Not that women sponsors are not successful, but in certain types of activities and with certain ages of boys, a man sponsor is preferable. True, our program is suffering and will continue to suffer—but, after all, a suffering program is much better than no program at all.

Recently, as a stunt, a high school student was nominated for the Presidency of the United States in 1965 or thereabouts and, according to the newspapers, "Him for President" clubs have already been organized in quite a number of American high schools. Frankly, we believe that a more profitable investment of youthful energy can be made.

Says "Buff" Donelli, Duquesne University's football coach, "I'm convinced that it would be a great thing for football if scouting could be abolished for the duration, at least. It would add zest to the game and save time and money. I'm sure that if scouting were abolished for the duration, it would prove so popular everywhere that the change would become permanent." Sounds like he "may have something there."

The poor old schools have been receiving considerable adverse criticism because of the proportion of the young men who cannot pass the army's physical examination. Now comes an authentic report stating that 75 per cent of the rejections are on account of sight, hearing, teeth, heart, and a couple of other disabilities for which the school cannot be held directly responsible. And, of course, the school cannot be blamed for all of the remaining 25 per cent. Loose talk! Loose talk!

Although not all individuals recognize and celebrate Christmas, yet all individuals are affected by it. Hence, an appropriate program is never out of order at this season of the year.

One of our readers has inquired about the existence of a "National Honor Roll Society." We plead ignorance. If you know of such an organization won't you please enlighten us? Thanks.

Be sure to read this excellent article on the student council idea: "Training in Cooperation Through Participation in Solving Secondary School Problems," by William C. Reavis, in the November issue of *The School Review*.

Well, a M. C. and a H. N. Y.!

Re-examining Our Democratic Concepts

THE democratic spirit in education is as old as man's first concern for the well-being of his fellowman. It is born anew each time a group takes as its chief concern the welfare of its members. Democracy means different things to different people—both in theory and in practice. Democracy was not born in congressional halls, neither did it emerge from the ballot box or the bill of rights. It did not originate in political systems or spring from the folds of revolutionary banners.

Democracy is a spirit coming from the hearts of millions of men and women, boys and girls, who are willing to suffer inconveniences, hunger, weariness, and pain that the burden of the other fellow's inconveniences—hunger and pain—may be lessened. It is a condition of orderly freedom for socially wholesome self-expression—a condition wherein liberty, opportunity, equality and fraternity, love, kindness, and good will find nourishment and full fruition.

Democracy is also an experiment, tried out and tested not only by our civic and political organizations but by the multifarious group organizations in the leading high schools of the country. When regarded as an experiment, the psychological frontier is undoubtedly the most critical one. United democracy apparently is the only visible way of making our firesides, schools, and other institutions and agencies safe. The unified will and determined action of the law-loving, peace-seeking, fraternizing society is the only sure way to enduring peace. Group inefficiency is often due not to an excess of democracy, but to a poor understanding of what democracy is and a lack of skill in making it work. In a true democracy the primary purpose of all action is the welfare of the individual, whereas in an autocracy the welfare of the individual is subordinated to something which is held to have greater worth than individual members in the group—perhaps to obey the will of a glorious leader, to extend the principles of a national standard, or to protect the purity of a superior race.

Autocracy is organized around the dominance-submission type of personality. Self-realization becomes self-negation or self-stultification. Liberty, equality, and fraternity are lost. The two chief classes are the elated and the subjected, the masters and the slaves, the governing and the groveling. Autocracy breeds discontent and inefficiency because it throttles initiative, creative imagination, and inventiveness. It fails because it limits individual freedom, lowers morale of personnel, and fails to capitalize to maximum advantage the intelligence and skill of its clientele. Perhaps the most appropriate psychological name for this spirit of tyranny is "predatory arrogance."

In autocratic school systems, today, pupils are

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suffering from mental starvation, spiritual violence, and social disintegration—in the attempt to attain scholastic standing, to meet college entrance requirements, or uphold the school's tradition. The myth of autocratic efficiency often comes from nominal followers—of the democratic process—who unknowingly operate under the whiplash of another dictator.

The feverish action in schools which aim at keeping everyone busy, the artificial respiration of competition, and the hypodermic injection of honors, awards, prizes, and marks are not likely to lead to social thinking, sound judgment, and long-range purposing. Through the multitude of faculty-inspired activities the school is merely giving its pupils experiences in the use of the ballot, parliamentary procedure, and representative government in the hope that such experiences will eventuate in understandings, competence, and more responsive citizens. Too often the pseudo-democratic ideals must eventuate in the preconceived outcomes of the teachers. Where the procedure is the same, it is often difficult for the pupil to discern between pseudo policy-making and true democratic policy-making.

When academic efficiency, published requirements, and administrative procedures are of paramount concern—when student opinion in legislation policy-fixing, but not executive action is the practice—one has cause for concern regarding imitative-freedom, sound judgment, democratic procedure, and individual or group competence. There must be a hierarchy of objectives, cooperatively conceived, clearly stated and understood by teachers and pupils, in the light of which all activities throughout the school can be administered and justified.

In the high school, not all policies can be determined by school personnel. The laws of the city and the wishes of the board of education—the agency of the state—must be respected. However, the school can be an effective example and teacher of democracy to the extent that it recognizes and provides for each member of the school-community—his rights and opportunities, duties and obligations—commensurate with the legal requirements and social maturity of the individual.

The experiences essential to the high school pupils in the present crisis include a chance to participate in deciding on purposes (policies and procedures for the accomplishments of desired goals) and the democratic right to share in the periodic evaluation of the same.

Opportunities and responsibilities should be passed around until each pupil has had a chance

to discover and develop his capacities for executive work. The members of a group must democratically formulate clearly defined policies as guides to action. They must know the jobs to be done and select personnel according to the competence of individuals available for the positions.

Having once selected the most competent leaders, the group must then give them authority and support commensurate with their responsibility and maturity. It must also hold its agents accountable for efficient performance in carrying out the policies. If, as, and when, checks reveal incompetence on the part of any agent, the group must remove him from office. Each pupil, by virtue of his membership in the school-community, is entitled to learn the things best suited to his needs, to share in determining the policies of his group, to exercise the leadership of which he is capable, and to take part freely in all forms of the social life of the school. Through homerooms, student councils, class organizations, G.O.'s, clubs, assembly and athletic committees, etc., the school as a laboratory affords the best known means for discovering, developing, and providing expression of the democratic principles upon which this society was founded, now rests, and must be maintained.

Students Learn How to Canvass

J. MURRAY BROOKS
High School Principal
Mathews, Virginia

EARLY in the month of April the superintendent of schools in Mathews accepted the responsibility of determining the amount of money the people of Mathews would pledge to lend to the United States during the next fiscal year. The superintendent then asked the principal of the Negro high school to become responsible for canvassing the Negro population. While the principal was given full liberty in the matter, it was thought that he would organize the teachers to do the job.

Near the end of a class period the principal casually mentioned the task. A senior boy said he would do it if he could get a couple of days out of school. It was generally thought that the boy was simply expressing his choice of the good spring air over the chemistry he was then studying. Whatever his intentions, the class forthwith agreed that they would do the canvassing if given a day out of school in which to do it. The principal was asked to put the matter before the superintendent. This was done. The day was granted, and the literature was sent down.

After receiving the literature on the fourth of May the class found that there were many things that were not clearly understood. It was anticipated that many people to whom they would go

would have little understanding of their task and would ask many questions. In order to meet this situation the class asked for five class periods in which to study and discuss the canvass literature and pledging procedure. This was granted, and the principal was asked to sit in on the discussion and help clear up difficult points. Four periods were devoted to study. The canvassers came to understand why the government who made money had to borrow money, what inflation meant, how lending the government money might help to prevent inflation, what types of bonds are available, and why they yield different rates of interest. On the fifth day five seniors volunteered to act in the role of prospective pledgees, while other seniors by way of rehearsal came up before the group and tried to pledge them. These five seniors in this role tried to represent various types of people they would have to approach. This provided real training as well as amusement.

In the meantime the organization for the task was affected. Six juniors of recognized initiative were invited to participate. The twenty-five students were divided into seven groups—one group for each of seven church communities of the county. Each group met and divided the homes of the community among them. As nearly as possible a student was assigned to canvass in his own community. The group decided that each student would go alone. All pledges were to be returned to the class president, who, with the aid of the secretary, the assistant secretary, and the treasurer, figured the total on a yearly basis. Each student was required to bring a signed statement from his parents signifying their willingness for his participation in the project.

In spite of the completeness of their organization and the thoroughness of their preparation, some students still feared the reception they would get from the people in this venture, which would begin on the 12th of May. On the 8th of May the school held its May Day exercises. Large crowds attended, and a patriotic pageant was the culminating feature. The class took advantage of this setting, and the secretary made a speech heralding the coming of the senior class canvassers. The enthusiastic reception of the speech gave everyone new courage. When the news reporter came to the school on the 15th the class reporter was able to tell her of their outstanding canvassing success. Incidentally they learned a great deal about government and finance in those periods—quite as practical as what they would have learned about chemistry.

In a democracy, society must recognize that the individual has rights which are guaranteed, and the individual must recognize that he has responsibilities which are not to be evaded.—*Harry Woodburn Chase*

Americanism consists in utterly believing in the principles of America.—*Wilson*.

Research in Extra-Curricular Activities

THE extracurriculum as a phase of the public school program has offered a vital area for research, particularly during the past twenty-five years. Investigations have revealed that student activities, which are not new but have been accorded greater recognition of late, may be traced to the very beginning of organized education. When the light of inquiry was played upon the historical background of student organizations, they were found to be already existent in the universities of ancient Greece. In the development of American schools they have passed through three definite periods characterized by the attitudes of school authorities. These activities were first treated with indifference and opposition, later tolerated and then, when their training values were more clearly recognized, they were not only accepted but were promoted. A phenomenal growth of extra-curricular activities in number and scope accompanied by the publication of a great amount of literature involving research has followed the changed attitude of those responsible for the education of youth.

RELATION TO THE CURRICULUM

Considerable attention has been given to the differentiation between extra-curricular activities and the curriculum. In general it is agreed that the term curricular applies to those portions of the school program which have a definite place in the daily schedule, for which credit is offered toward graduation, and for which a course of study is provided. The extracurriculum has been defined by one authority as "a convenient designation for that wide range of doings which ordinarily pupils carry on outside the classroom under some form of organization, frequently involving elected officers, and with comparatively little formal guidance from the teachers."

As might be expected, certain activities which were distinctly extracurricular at one time have been assimilated into the formal curriculum. That such transfers will continue to take place is the judgment of some writers.

A most comprehensive research dealing with the relationship of student activities to the curriculum was reported by Galen Jones in 1935. He studied 28 types of activities in 269 public high schools enrolling 390,000 students in an attempt to answer the question, "which extra-curricular activities should become a part of the regular curriculum, which should remain extra-curricular and why?" The conclusions reached in this investigation were:²

JOHN D. ANDERSON

Principal, Senior High School
Butler, Pennsylvania

1. The newspaper, music organizations, dramatics, and debating are properly tending toward a definite curricular status in the American high school.
2. The student council, the assembly, clubs, and the home room are wholly or almost wholly extracurricular and should remain so.
3. The athletic activities are largely extra-curricular although there is a tendency to include them as an integral part of the regular health and physical education program.

OBJECTIVES

Any controversy regarding the classification of an activity as curricular or extra-curricular cannot leave out of consideration the matter of objectives. The main issue becomes, then, the problem of determining in which part of the training program can certain educational values be acquired to the best advantage.

A most helpful summary of the values of participating in student activities was presented by Koos in the *Twenty-fifth Yearbook of the National Society for the Study of Education* in 1926. He catalogued the values as they were expressed by 38 different authors in forty publications as representative of the best opinion and practice in the field at that time.³ These values were summarized under twenty-five headings. More recent researches disclosing the judgments of participants, alumni, parents, and sponsors have presented lists of values paralleling those enumerated by Koos. The outcomes so defined coincide to a striking degree with the aims and functions of secondary education. It is contended, however that extra-curricular activities exert a special emphasis upon health, citizenship, use of leisure time, and development of ethical character.

In a recent book on the administration of the secondary school it is claimed that the curriculum and the extracurriculum should be scarcely distinguishable. "It can hardly be doubted," states the writer, "that the present acceptance of extracurricular activities is rooted in the same educational theories which are slowly reshaping the curriculum, the aims, and the whole spirit of the school."⁴

¹Monroe, Walter S., *Encyclopedia of Educational Research*, p. 480, New York City, The Macmillan Company (1941).

²Jones, Galen, *Extra-Curricular Activities in Relation to the Curriculum*, pp. 87-89, New York City, Teachers College, Columbia University, Ph.D. Thesis (1935).

³Koos, Leonard V., "Evaluating Extra-Curricular Activities," Part II, *Extra-Curricular Activities*, p. 15, *Twenty-Fifth Yearbook of the National Society for the Study of Education*, Bloomington, Illinois, Public School Publishing Company (1926).

⁴Koos, Leonard V., Hughes, James W., Hutson, Percival W., and Reavis, W. C., *Administering the Secondary School*, p. 130, New York City, American Book Company (1940).

AMOUNT OF PARTICIPATION

Many investigators have studied the extent to which students take advantage of the opportunities for training offered in extra-curricular activities. They have found that the percentage of students who participate varies greatly from one school to another. In a study involving ten high schools the percentage of boys taking part in student activities ranged from 8.8 to 92.6 and for girls from 4.4 to 98.6. Ayers learned in schools providing well organized extracurricular program that from 10 to 15 per cent of the students may not belong to any school organization; that some are graduated without having enjoyed participation; and that as many as 25 per cent of the student body are not effectively reached.⁵

It has been well established that an incomplete or an unsatisfactory amount of participation may be attributed to a number of factors, some of which are beyond the control of the school. The most common factors cited include transportation difficulties, work during out-of-school hours, large enrollments in activities desired, lack of home or school guidance, backwardness on the part of the student, unattractiveness of school offerings, and schedule difficulties.

A better understanding of this problem is obtained from the case study conducted by Hayes in a New Jersey high school to determine the factors influencing participation in voluntary group activities. He arrived at the following conclusions:⁶

1. Extra-class activities are selective as to intelligence and social status. The greater number of students who are participants in extracurricular activities, with the exception of athletic activities, are of superior intelligence and come from families having the highest social status in communities.
2. Participations in community activities and school extra-class activities are inversely related.
3. High school students who have to attend to home duties or work for wages after school participate less in extra-curricular activities.
4. High school athletic activities are less selective with regard to intelligence, social status, and nationality than the other extra-curricular activities.
5. In the first two years of high school, girls participate more than boys in the extra-curricular activities, suggesting a relationship between amount of participation and sex maturity.
6. Nationality bears a relationship to participation. Among the nationalities studied, children from American homes belong to the greater number of student organizations.

⁵Ayer, Fred C., "Pupil-Participation in Extra-Curricular Activities in the High Schools of Everett and Seattle, Washington," Part II, *Extra-Curricular Activities*, p. 80, Twenty-Fifth Yearbook of the National Society for the Study of Education, Bloomington, Illinois, Public School Publishing Company (1926).

⁶Hayes, Wayland Jackson, *Some Factors Influencing Participation in Voluntary School Group Activities*, pp. 69-76, New York City, Teachers College, Columbia University, Ph.D. Thesis (1930).

It continues to be common policy to limit the amount of participation. In the extensive study conducted in connection with the National Survey of Secondary Education, Reavis and Van Dyke found that the regulation of participation is attempted in three-fourths of the schools. Restrictions are based upon general administrative regulations, scholarship marks, arrangement of schedule of activities, point systems, and individual cases.⁷ The practice of setting up limitations is defended as necessary to uphold scholarship, to provide a more equitable distribution of positions and offices, and to insure more effective functioning of student organizations.

The researches dealing with this problem of the extracurricular program point to the need for concern not alone about the limitation of participation but also about the host of boys and girls who for one reason or another do not enjoy the benefits which should be available. Students who need athletics the most are not taking part at all. Many who are too backward to join student groups fail to receive the encouragement which would open to them opportunities for personality development. The school administrators together with the sponsors of activities face a major responsibility in determining those who are not identified with the activities and the reasons why. Having acquired this understanding there will be a need for individual guidance applied as effectively as in the curriculum.

FACULTY SUPERVISION

It is not unusual for two-thirds to three-fourths of a school faculty to be concerned with the supervision and direction of student activities. The teachers most often called upon as sponsors come from the physical education, music, English, science, and social science departments. The time devoted to this portion of the teachers' responsibilities varies greatly with the average ranging from 1 to 4.4 hours per week, some teachers devoting as many as 13 hours weekly to this work.

More emphasis is being placed upon the need for teachers in training to have experience in and to supervise activities while in the training school. School principals are attempting to assign faculty members as sponsors on the basis of special fitness. However, it is to be admitted that many assignments must be made expediently with the hope that the teacher will acquire satisfactory qualifications through in-service training. In general teachers are assuming advisory work as supplementary to a full teaching schedule. Furthermore, it is not customary to provide additional compensation for the extra duties performed. The conduct of the extracurricular program under such circumstances accounts in a measure, with proper recognition of the loyalty, sincerity and devotion of the

⁷Reavis, W. C. and Van Dyke, George E., *Non-Athletic Extra-curriculum Activities*, pp. 30, 31, National Survey of Secondary Education, U.S. Office of Education, Bulletin 1932, No. 17, Monograph No. 26.

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Reavis,
p. 47.

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teacher to her tasks, for the failure of student activities to produce the results desired or expected.

FINANCE

It is to be acknowledged that school districts offer indirect financial support for the extracurricular program by providing grounds, building facilities, equipment, and teachers who serve as sponsors. In the broad survey made by Reavis and Van Dyke it was found that a fraction of one per cent of school districts makes appropriations from tax funds.⁶ The main sources of income are ticket sales, dues, and money making entertainments. The dependence of some activities upon the revenue from interscholastic athletic contests is partly responsible for overemphasis upon winning teams.

Conspicuous examples have been disclosed of unsystematic and illegal management of extracurricular funds. On the whole, however, the most approved business methods or practices are in operation. In about one-third of the schools, and in all large schools, the centralized treasury plan is employed. This procedure requires all organizations to submit their receipts to a general treasurer, who in turn pays bills upon proper authorization. The schools have an unusual opportunity in the raising and spending of large sums for extracurricular activities to train the students in sound methods and efficient practices in the handling of public funds.

EVALUATION

The appraisal or evaluation of the extracurriculum, as subtle and intangible a measurement as it is, has been the subject of more research than any other phase of the program. Interest in this type of research has been spurred by the authorities who from the first have argued that the values of participation enumerated have been based upon assumption and not upon scientific proof. They have reiterated that no quantitative evidence has existed to substantiate the glowing assertions that have been made.

The accepted methods of evaluation, all of which have been applied in completed researches, are:

1. Obtain the judgments and opinions of discriminating educational workers.
2. Compile and study the attitudes and the expressions of students, alumni, and parents.
3. Gather information regarding the amount and nature of student participation.
4. Study the behavior of students in relation to the objectives of the activities program.

The criticism may well be accepted that these evaluative procedures fall short in that they fail to measure objectively the extent to which the specific values claimed for participation in an activity have been acquired. The values, being social in nature, are extremely complex and therefore difficult to measure. However, there

is some consolation in the fact that a beginning has been made.

CONCLUSION

In concluding a digest of studies in the field of extracurricular activities published in the Encyclopaedia of Educational Research the writer expresses the opinion that there is great need for further research. In view of what has been determined he would recommend that the adviser of student activities hew to a practical course as follows: "(a) learn what one can from the available studies; (b) determine to the best of one's ability the behavioral outcomes that are desired; (c) design activities that promise results; (d) observed as well as experienced judgment will govern the extent to which one's efforts change pupil behavior in the desired direction; (e) experiment along any line that looks promising."

⁶Monroe, Walter S., op. cit. p. 486.

Insurance Against Athletic Injuries

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Joinerville, Texas

PROVIDING adequate medical attention for high school athletics has long been an aim of school authorities. The liability to injury in permitting pupils to engage in sports that are endangering their physical well-being has been recognized as a real responsibility. When injuries occur, the pupil may be one whose parents are unable to afford medical care; and permanent disabilities may easily result from what could have been only a temporary impairment. So far, the consideration of plans to insure members of the team has not passed the initial stage. These plans naturally center around the thought that some protection against injuries beyond those usually taken should be afforded by schools, boards of education, or local associations.

The individual and group insurance plans for specific coverage of accidents incurred in athletic games and contests are of recent development. It is appreciated that where schools or parents bear the cost of the injuries, the load is burdensome to both.

The advantage of carrying insurance may be expressed in the following manner. The original purpose was to give financial aid. However, this became secondary when it was found that the plan offered unusual opportunity for the study of the athletic injuries and for the reduction of the number of injuries.

Reductions of injuries per one thousand players in Texas high schools were as follows: Conference AA from 132.6 to 116.0, a reduction of 16.6; Conference A from 100.1 to 91.7, a reduction of 8.4; Conference B from 96.4 to 91.1, a reduction of 5.3.

(Continued on page 132)

⁶Reavis, W. C. and Van Dyke, George E., op. cit. p. 47.

The Question of Age Limit for Future Voters

ON OCTOBER 19, Senator Arthur H. Vandenberg of Michigan introduced the following joint resolution in Congress proposing an amendment to the Constitution:

"Resolved by the Senate and the House of Representatives of the United States of America assembled (two-thirds of each House concurring therein), That the following article is hereby proposed as an amendment to the Constitution of the United States, which shall be valid to all intents and purposes as part of the Constitution when ratified by the legislatures of three-fourths of the several States:

"ARTICLE

"Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age. The Congress shall have power to enforce this article by appropriate legislation.

"Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress."

This proposed amendment was introduced to coincide with the bill to draft eighteen and nineteen year olds. Whether or not it strikes a responsive chord with lawmakers and American citizens, it presents an interesting and significant question for discussion in high schools: Resolved, That the Constitution of the United States should be amended reducing the legal voting age to eighteen years.

The question is not entirely new, but the accent on the part of youth in the present crisis makes it a particularly timely one. If eighteen year olds are given the same responsibilities and obligations as adults, should they also have the same rights and privileges? If a boy is old enough to *fight* or *work* for his country, does it follow that he is old enough to *vote* for the kind of government he wants? Furthermore, with the great advancement of recent years in public education, do not young people of eighteen possess a maturity of mind fully equal to that originally contemplated at twenty-one years of age?

Many people will agree with Senator Vandenberg that the arguments on the affirmative side of these questions are most likely to be true. For several years the question of lowering the voting age has been discussed frequently by civic and citizenship classes, in high school forums and discussion groups, and by the editors of student newspapers. Several prominent adults who have been closely connected with

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youth problems and movements have expressed the opinion that it might be wise to lower the voting age to eighteen years. Among these men are Aubrey Williams, Administrator, National Youth Administration, and Floyd Reeves, Director, American Youth Commission of the American Council on Education.

On May 3, 1940, President Roosevelt approved a joint resolution by Congress which set aside the third Sunday in May "as a public occasion for the recognition of all who, by coming of age or naturalization, have attained the status of citizenship." This resolution was sponsored by many civic, fraternal, and educational groups, and has been observed for two years in appropriate ceremonies in many communities throughout the country. In many places the programs and recognition ceremonies are planned by the high school and the community as a co-operative activity.

The idea of giving recognition to citizens when they reached the voting age came from a custom which existed in Ancient Athens. In the spring of 1939 several communities in Wisconsin used the plan in developing some very successful programs for the induction of new voters. The idea caught the imagination of people all over America and resulted in the movement which led to "I Am An American Day," most frequently referred to as "Citizenship Recognition Day."

This event would become more significant, especially from the point of view of the high school, if eighteen were made the age when young people were permitted to vote. It would fit in perfectly with the training for civic participation which is given much emphasis in the modern high school. Eighteen is the age at which the majority of boys and girls finish their high school courses. As the majority of these young people do not attend college, their formal education is finished when they complete high school. If they were permitted to vote at about the same time they finished high school, it would be a great incentive for the schools to give more attention to preparing them for intelligent voting. The program of citizenship training could be planned with the aim of developing intelligent, competent, and responsible citizens who would be inducted into citizenship immediately after graduation. They would assume the responsibilities of voting and participating in civic life immediately following the period of training rather than about three years later when many of the things they have learned have been for-

gotten, and their enthusiasm has died. Then, too, the high school would have an opportunity to check up on them to find out whether or not they were performing their civic responsibilities. The citizenship recognition ceremony could become one of the most important functions of the high schools. With the induction into the position of a voting citizen taking place about the time of graduation and the high school carrying on a follow-up program to make sure that former students live up to their civic responsibilities by voting, training for democracy and civic responsibility as well as various aspects of student participation would take on new meanings. Perhaps a plan would be feasible whereby the high school graduation program could be combined with Citizenship Recognition Day. Graduation from high school would then have a new and vital meaning. It would be more of the nature of induction into adulthood. More than a million high school boys and girls graduate each year—most of them at the age of eighteen. If these young people were permitted to vote and if the high schools would initiate an effective program to make competent and responsible voters of them, it is no Utopian dream to expect that they would infuse a new vitality into American citizenship.

There is much discussion at the present time as to what the high school can do to help adolescent boys and girls attain competent and mature adulthood. In some places there is a tendency to abandon the term "high school" or "secondary school" and to adopt the term "adolescent education." The theme and goal of those who are engaged in the education of adolescents is to make the experiences which the schools provide the road to adulthood. An immediate and significant contribution which the war is making to the education of America's young people is: "An emphasis on growing up." The contributions which teen-age boys and girls are making to the war effort this year is ample proof that they can and are willing to assume responsibility when the necessity arises.

It has been mentioned that the idea for Citizenship Recognition Day came from a custom which existed in Ancient Athens. It might also be significant to point out that the age at which the boys of Athens were inducted into citizenship and were given the right to vote was eighteen. Part of the induction ceremony was the taking of an oath which qualified him as a citizen. Ancient Greece is often referred to as "the cradle of democracy," due to the fact that many of the principles of modern democracy originated there. The famous oath which Athenian youth took is adapted and used in many high schools and in induction ceremonies for new voters. Adaptation is made by substituting the words "nation" or "high school" for city. This oath is as follows:

"We will never bring disgrace to this city by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks.

"We will fight for the ideals and sacred things of the city, both singly and together. We will revere and obey the city's laws, and do our best

to incite a like respect and reverence in those above us who are prone to annul or set them at naught.

"We will strive unceasingly to quicken the public sense of civic duty. Thus in all these ways we will transmit the city not only not less, but greater, better, and more beautiful than it was transmitted to us."

Today when it seems that the burden of saving civilization rests on America, perhaps it would not be amiss to recall that in 490 B.C., Greece saved Western civilization from being destroyed by the Persians. At this time democracy was at its height in Greece. The battles which took place on the plain of Marathon and at the pass of Thermopylae were among the most decisive in the history of the world. Had the Greeks been defeated, democracy might not exist in the modern world. But they believed in the ideals for which they were fighting and their spirit could not be broken by the overwhelming numbers of Persian barbarians. Whether America can match this spirit and again save civilization may depend on the faith of our young people in their country and its ideals.

This article was started with the aim of suggesting that high school groups might find it interesting and worth-while to study and discuss the proposed amendment to lower the voting age. What was intended to be an introduction to the article got somewhat out of hand and became a rambling argument in favor of the amendment. But getting back to the original purpose, it seems that an intelligent discussion of the question of whether the legal voting age should be lowered should prove significant for many groups. The following are suggested not with the intention of trying to start a campaign among high school students to get the amendment ratified, but to stimulate discussion of it:

(1) The debating team might make this one of the chief questions for debate during the remainder of the school year. If the question is of sufficient importance, it might be made the national high school debate topic for the school year of 1943-44. In debating the question, both sides should be presented with equal impartiality. A contest might be arranged by a high school team on the affirmative side and an adult team on the negative side.

(2) A public opinion poll might be conducted among both high school students and citizens of the community to find out their reaction to the proposed amendment.

(3) An assembly program might be developed on the question. This might be in the form of a debate, speeches on various aspects of the question, or a panel discussion.

(4) Civics and citizenship classes and clubs might find discussion of the question stimulating and valuable.

(5) The high school forum or discussion groups might devote several sessions to a discussion of the various ramifications of the question.

(6) The school newspaper might have an "Open Forum" and publish the views of students,

teachers, and citizens on the question. An editorial or a series of editorials on the question might be worth-while. Members of the staff might interview persons in the community to get their views.

(7) In planning the 1943 commencement program, this question might be appropriate for a theme. This would be a method of acquainting the citizens of the community with the proposed amendment as well as stimulating study and discussion of it by students.

(8) If it is the policy in the community for the high school to take the lead in planning and carrying out the program for Citizenship Recognition Day, part of the program might be devoted to the question. The next Citizenship Recognition Day will be May 16, 1943.

The question of amending the Constitution to lower the legal voting age to eighteen has aroused much interest and discussion among the students of Rock River (Wyoming) High School. Beginning with the writing of papers in the English classes and a public opinion survey conducted by the high school newspaper, interest has grown until plans are under way for most of the activities suggested above.

A project has been suggested which might be of interest to other high schools. Edna Hushman, editor of *The Round Up*, student newspaper at Rock River High, has proposed that an organization of "Future Voters" be started to discuss the amendment and other questions which are important in planning for intelligent voting and citizenship. Names which have been suggested for the proposed organization are: "The Future Voter's Forum," "The League of Future Voters," and "The Future Voters of America." A group of enthusiastic students are working on plans for the organization. When these plans are complete, the group expects to write to other high schools and invite them to start similar organizations in their schools. It is the hope of the Rock River High School students that such an organization will meet a need of the high schools, will develop into a movement for better citizenship with emphasis on intelligent voting, and will continue to grow. There are in high schools national organizations for Future Farmers, Future Homemakers, Future Craftsmen, Future Teachers, etc. Why not an organization for Future Voters?

Our Senior Leadership Drive

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WHEN I was in high school, the daily assembly was always a bore to me. There was the same devotional period—a dry talk by some member of the faculty on a topic of little or no interest to the pupils, followed by announce-

ments. I squirmed in my seat as this routine activity dragged heavily and slowly by. We pupils were present only because we were checked daily by teachers who passed down the aisles with notebook and pencil taking down the numbers of the vacant seats. The poor fellow who was so unfortunate as to be absent was called into the dean's office and given a severe scolding in addition to demerits. All of this made the activity all the more distasteful.

Only seniors had the privilege of being absent. All of them might have avoided assembly if it were not for the danger of losing this envied privilege.

Upon becoming principal of a high school, I resolved that I would never expose the young people in my care to such boredom; therefore, I had my assembly changed from every day to three times a week. Each day a different teacher would be in charge and would place his homeroom pupils on the program. I found that compulsory attendance was unnecessary.

This new approach seemed to solve the problem of assembly activities so satisfactorily that this type was allowed to continue until it appeared that the pupils participating had little chance to develop originality and resourcefulness, for the teacher was doing the thinking.

Seniors go out into the community, in many instances, to take part in its civic and religious activities. In many cases, they are to become leaders and are expected to organize such activities as civic clubs and programs, Sunday School programs, etc. If they are to be successful, they must have the opportunity to organize and lead activities in school; therefore, we allowed the student council to handle the business of appointing seniors to present assembly programs.

It has been very interesting to watch these youngsters seriously set about the task of organizing their programs. They are given the privilege of using as many students as they need and of choosing them from any class they wish. I shall not forget one shy little girl whom everyone expected to faint when asked to take an important part in directing an activity. To the great surprise of the pupils and teachers, she acted as mistress of ceremonies and prepared a well organized program, with a small group of singers and numbers quite appropriate to the occasion. The fact that the program was a success stimulated other shy pupils into doing their parts more effectively and with more self-assurance. These programs are original in that the advisor is not consulted until after the program is organized, thus making the pupil depend upon his own resourcefulness for organizing and leading.

We call this activity "Senior Leadership Drive." It has been quite gratifying to find these students taking an active part in civic and religious activities. We do not claim the honor of all of their development, but we do feel that we provide a situation in which they may find themselves and their hidden qualities of leadership.

Making Block Printed Draperies in a Mathematics Class

MANY visitors to the University of Michigan have noticed the window draperies marked with mathematical designs in one of the offices and have expressed the wish that they might have directions for making a similar set for the windows of their own classrooms. The purpose of this article is to provide the directions for making such draperies.

The window hangings referred to were made by the use of ordinary linoleum blocks. The method of using these blocks is simple. However, if difficulty is experienced, any public school art teacher will be able to give assistance, or a book which describes the method may be secured. Most libraries have at least one book describing the linoleum block, or the wood block, which involves a similar process but necessitates work in a more difficult medium. Scrap pieces of any linoleum may be used if they are at least an eighth of an inch in thickness, though three-sixteenth inch battleship linoleum is preferable. Pieces of linoleum that are wood-backed are somewhat more easily handled than the plain linoleum.

The design is drawn, then reversed, and finally in this position is traced on the linoleum. The steps are facilitated by using very thin paper for the original design, and by making the outline of the drawing heavy. When turned over, the outline can easily be followed, and if the tracing

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is done in this position, the design will be placed on the linoleum in reverse. Thus, in this position, the block can be used as a stamp. If the waxed surface of the linoleum has been removed by rubbing with sandpaper, the tracing will be more distinct.

The linoleum should be cut away on either side of the outline of the design at least an eighth inch in depth, leaving only the raised design with which to make the print. Tools for carving linoleum do the best quality work, but a common jackknife can be used. To make certain the cutting is deep enough, the design should be tried on paper several times.

If a single color is to be used for one entire block, the usual inking method can be employed to speed up the process. In this method the paint is prepared on a glass surface. A "linoleum roller" is rolled over the paint and then over the block. The block is then ready to be used as a stamp.

In wood blocking, where the design calls for several colors, a separate block must be carved for each color. For example, a block of yellow may be printed first. Following that a block of green, and finally a block of black—all three to make one design. Using more than one block for a particular design presupposes a device which will hold the blocks in proper position and not allow them to slip.

In making the draperies referred to no such device was available. Moreover, each pupil wanted to make only one block but each one wanted to use two or three colors on it. Experiment



Draperies Made and in the Making

proved that these wishes could be complied with if each pupil would ink the different color sections of his block separately and by hand, instead of using the roller. As a result the whole design in different colors was printed with one impression. Some of the pupils used the tip of the finger to apply the paint to the block, while others used a fine brush. To keep the paint from running together as it was applied, narrow grooves had to be cut through the raised surface between the parts of the design on which the different colors were applied.

Each drapery was thumb tacked on the floor and divided into sections by means of lengths of string the ends of which were held by thumb tacks. The width of the curtain was divided into four equal sections, and the length was similarly divided so as to form squares of equal area. In printing, every other space was omitted both horizontally and vertically. The first design was placed in the upper left hand square and in every square diagonally downward toward the right. The second design was placed in the third square counting down from the upper left hand corner and restamped downward toward the right. This arrangement was carried out until all four designs had been used, after which the entire process was repeated the full length of the drapery.

With each drapery divided into sections and held securely in position, the actual work of stamping was begun. When a block was placed in its particular square it was held firmly to keep it from slipping, and then it was pounded several times with a wooden mallet. To keep the paint from staining the floor as a result of such pounding a length of wrapping paper was placed under each drapery. One drapery was made at a time, allowed to dry overnight, and then removed from the paper to keep it from sticking. If a longer drying period had been permitted, the drapery would have stuck to the paper.

Several suggestions as to the paint medium to be employed were discussed by the pupils. They chose "Presto-enamel" in the belief that it would leave a more clear-cut edge than would either batik dye or oil paint. This choice proved to be a happy one. Indeed, even after several dry cleanings in each of which the material was "put through quickly" the paint was as brilliant as when first applied.

The material chosen was "everfast suiting." This material wears well, but the color is not entirely sunfast. Material of this weight is desirable if "Presto-enamel" is to be used.

When the draperies were put up, they hung in folds and all four designs in the pattern were plainly visible at the same time.

Pupils of various schools will, no doubt, wish to design their own draperies and may be able to improve upon some of the details of the method described here. If, however, this method is used as a guide, the results of the efforts will be quite as pleasing as those covering the windows in the mathematics office at the University of Michigan.

Insure Against Athletic Injuries

(Continued from page 127)

tion of 5.3; and in Six-Man Football from 92.3 to 90.1, a reduction of 2.2.

Since schools profit from football games, it is only right that they should help care for injured players. Realizing this, administrators have had to use other means of caring for injured players. The usual policy has been for parents to bear the responsibility, but in many cases they have not been financially able to do so. School administrators saw the possibility for athletic injury insurance to be paid for out of gate receipts, to relieve the parents' financial burden.

Wisconsin was the first state to take up this problem in any systematic way. Since this system was initiated and developed by Wisconsin it has been adopted either bodily or in part by twenty-four other states. Wherever it has been introduced, it has won favor and cordial approval of school men.

But as stated above, the original purpose of carrying insurance was to give financial aid. To determine whether or not this purpose was successful the author sent out two questionnaires. One questionnaire was sent to 148 schools sponsoring the Colorado Life benefit plan, asking them to state how much they had to spend over and above the benefits received from the Colorado Life Company. Answers were received from 55 per cent of the schools asked. The other questionnaire was sent to schools not sponsoring any athletic benefit plan, asking them the amount they spent on injuries. Of the 334 schools receiving this questionnaire, 57 per cent replied.

By comparing the schools that sponsored the Colorado Life Benefit plan with the schools that met their own athletic injury cost, it was found that the schools with the Colorado Life policy, after paying the premiums and costs over and above benefits received, had an average cost of \$9.57 per school or \$0.19 (19 cents) per player, a cost much lower than that for schools meeting their own injury costs.

The comparison between schools that sponsored the Colorado Life in 1940-1941 with schools that carried the usual health and accident policy revealed that it was much less expensive to sponsor the Colorado Life policy. The study showed that schools using the health and accident policy paid on the average \$67.79 more per school or \$2.62 more per player than did the schools sponsoring the Colorado Life Policy.

It is better for schools to sponsor an athletic benefit plan than to try to meet the costs themselves for three reasons:

(1) It offers an unusual opportunity for the study of the athletic injuries and for the reduction of the number of injuries. (2) It has been shown that it is cheaper to sponsor a plan. (3) When players and the schools realize that after the premium is paid they can have medical attention just for the asking, it will prevent temporary injuries from becoming permanent.

A Christmas Masque:

A Project in Developing Appreciation

FOR A decade or more the faculty and administration of the Manhattan Junior High School have been committed to the following beliefs with respect to the development of appreciations:

1. The school is under obligation to develop in its pupils an appreciation¹ of such of the world's finest music as is not beyond the pupils' level of appreciation.
2. The school should seek to lift the level of appreciation.
3. Appreciations are more likely to result from *satisfying participation* in activities than from the "pouring in" process which, all too frequently, characterizes the so-called appreciation "courses."

Prior to 1932, the plan in use for accomplishing these purposes—in addition to a rather rich, although largely elective, offering of class work in vocal and instrumental music—consisted of a weekly sing period at which time the director of vocal music led the entire student body in group singing, both "for fun" and also to teach new and unfamiliar songs.

Attendance at the weekly sing periods was required of all students and the result, so far as developing appreciations was concerned, was about what one would expect; a few unquestionably got satisfaction from the activity and achieved the desired growth, but the overwhelming majority had to be coerced into participation and seemed to vow to themselves that as soon as they were released from the requirements of the sing period they would never again engage in that sort of activity.

There was, however, one factor which seemed to save the plan from utter failure, and that was the annual concert presented by the entire student body, which served as the culminating activity for the sing period as well as for the vocal music classes. This concert was well presented, and it received the commendations of parents, teachers, and administrators.

Taking her cue from these factors and spurred on by a determination to accomplish the major purposes set forth in the first paragraph above, the director of vocal music conceived the idea of presenting a Christmas program which would (1) accomplish our major purposes, (2) appeal to a wider range of interests and abilities, (3) be big and spectacular as well as beautiful, (4) be essentially a school-wide project, and (5) secure the approval of parents and other school patrons. She presented her ideas to the principal and faculty, and they not only accepted them en-

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thusiastically but offered suggestions for improvement and *actually offered to help*. When the idea was presented to certain student leaders and then to the student body as a whole and finally to the custodians, the same response was received—first, approval and finally offers to help.

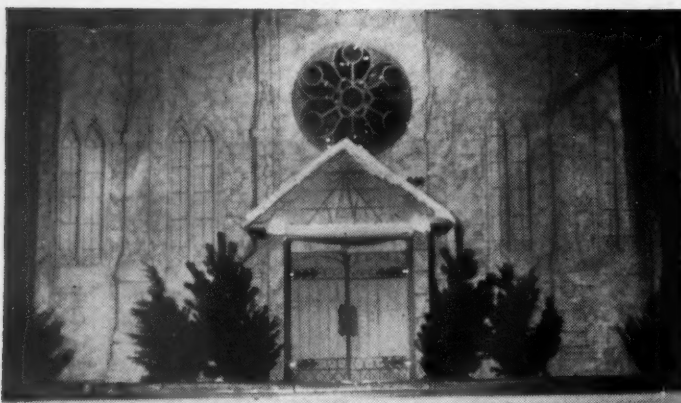
As a result, "A Christmas Masque" came into being in 1932 and so completely won the approval of pupils, teachers, administrators, custodians, and patrons, that two performances on consecutive nights have been presented each year since, making a total of nineteen presentations; and all suggestions to change to another type of program have been voted down by all groups concerned. The aggregate attendance has been approximately 16,000 persons, in addition to the pupils of the school, in a town with a population of about 11,000.

"A Christmas Masque" is a dramatic presentation, in pantomime, consisting of an epilogue and three scenes portraying the Christmas story accompanied by vocal music, both large and small group numbers, and instrumental music—solos, ensembles, and orchestral selections. The presentation of the pantomime requires approximately 100 pupils. From fifteen to twenty pupils, plus about twenty teachers and custodians, work back stage or on various other assignments; six or eight pupils under the supervision of two faculty members serve as ushers; and the orchestra includes about sixty pupils. The remainder of the student body, which totals about 625 pupils, constitutes a chorus of about 440 voices located in the balcony of the auditorium and directed by the director of vocal music. Whenever possible, accompanists are chosen from the student body. Assignments to various duties for both students and faculty members are made in faculty meetings at the suggestion of the director of vocal music; there are, however, more volunteers than are needed.

A summary of *The Masque* follows²: Before

¹Appreciation is used here in the same sense as by H. C. Morrison; i.e., "putting a value to." See page 340, *The Practice of Teaching in the Secondary School*, Revised Edition.

²A complete copy of the script, together with suggestions for presenting "A Christmas Masque" can be obtained by writing to either of the authors.



the curtains are opened, the junior high school orchestra presents a prelude of Christmas music. This is followed by *The Christmas Story*, as found in one of the four gospels of the New Testament, read by a ninth grade student. Then another student reads:

Dear Lord,
They brought their gifts to please a Baby King
Their fragrant incense and their glittering gold
What gifts can I put in His hands today
For Him to love and hold?
What can I give Thee Master? and I hear
His voice in answer: "Inasmuch as ye
Have done it unto the least of these,
Ye have done it unto Me." Amen.

Act I is the exterior of the church. The church bells are ringing, the snow is falling, and a boy is selling pencils. A newsboy and a flower girl are also on the stage. While they are moving around trying to keep warm, carolers pass in front of the church singing these carols: "Here We Come a Wassailing", "Bring a Torch Jeanette, Isabella", and "Carol of the Shepherds." Soon we see the worshipers of different nations, dressed in appropriate costumes, coming on the stage and entering the church. As the Russians come, a chorus in the balcony sings "Kolyado, Kolyado." As the Dutch enter, we hear "In Bethlehem the Lowly." For the Danish, "Christmas Brings Joy" is sung. The French enter to the accompaniment of "The Message of Christmas Morn," and when the Americans, white, Negro, and Mexican enter, the chorus sings "O Come All Ye Faithful."

The pencil vendor, the newsboy, and the flower girl attempt to sell their pencils, newspapers, and flowers, but the worshipers are gay, almost haughty, and pay little heed to the children. After all have entered the church except the waifs, who are permitted to go no farther than the vestibule, Handel's "Largo"

*All carols are taken from *Muscle of Many Lands and Peoples*, Silver Burdett.

is sung by the big chorus, and the doors to the church are closed.

Act II consists of three scenes indicating the story that the minister is revealing to the congregation inside the church. Scene I is a bare, drab, cold stage with gray curtains pulled in front of the church. The shepherds are lying shivering on the ground. The chorus sings "O, Holy Night." On the second chorus, one of the shepherds points to the star (an electric light in a five-pointed metal container suspended on a fine wire.) This shepherd awakens the others, and all draw back in

wonder and fear. Then, as the instrumental ensemble plays "Hark! the Herald Angels Sing," the shepherds follow the star off stage.

Scene II of Act II shows the Three Wise Men bringing gold, frankincense, and myrrh. They enter, show their gifts to the audience, and leave while the large chorus sings "We Three Kings." As the curtains open on Scene III of Act II, the large chorus sings "Ave Maria," and we see Mary seated beside the crib, Joseph at her right, and the shepherds at the right of Joseph, some standing and some kneeling. About the middle of the song, the three Wise Men enter, slowly and stately. They come in singly and present their gifts. (There is a strong light in the crib which shows on Mary's face and on her halo.) Act III. The people come out of the church in a joyful but humble manner. No snow is falling. The minister stands at the door, shaking hands. The people are buying from the children and invite them home with them for Christmas dinner. As the last person leaves the stage, the minister goes into the church and closes the doors. The large chorus sings the first two verses of "Joy to the World" as many times as is necessary to complete the action on the stage. The audience joins in singing the last verse.

While the curtains are opening for Act I,

(Continued on page 152)



A Child's Nativity

A Biblical Play

CAST OF CHARACTERS

MARY
JOSEPH
GABRIEL
INN KEEPER
JACOB, Father of the Shepherd Lads
COSAM, Elder Brother
DAVID, his brother
SAMUEL, another brother
BENJAMIN, the youngest brother
ANGEL OF THE STAR
HEAVENLY HOSTS
KING HEROD
TWO SERVANTS OF HEROD'S HOUSEHOLD
CHIEF PRIEST OF HEROD'S KINGDOM
WISE MAN OF THE EAST
SECOND WISE MAN
THIRD WISE MAN

GRACE BRUCKNER

Teacher, 1114 Sixteenth Street
Greeley, Colorado

bring thee word if we must journey soon. (Exit Joseph)

MARY: A long, long journey unto the city of our fathers, but God shall bless us; and all the ends of the earth shall fear him. (Psalm LXVII.) (Looking about her as if she would be sure she is alone, Mary kneels.) I would be alone to pray. (As she bows, sweet, quiet music is heard, as if angels were playing upon harps of gold. Violin music is most effective. Gabriel, the angel appears.)

GABRIEL: Hail, thou highly favored one! The Lord is with thee. Blessed art thou among women. Fear not, Mary, for thou hast found favor with God. Unto thee shall be born a Son, and thou shalt call His name Jesus. He shall be great, and shall be called the Son of the Most High; and the Lord shall give Him the throne of David, His father and He shall reign over the house of Jacob forever and to His Kingdom there shall be no end. (Luke 1:28-39)

(Mary silently looks upon Gabriel.)

MARY: How shalt this be? (In wondering questioning. Then she bows her head in happy submission.) (Luke 1:35.)

GABRIEL: The Lord will bless thee and keep thee; the Lord will make His face to shine upon thee and be gracious unto thee. The Lord will lift up His countenance unto thee and give thee peace. (Gabriel disappears.) (Numbers 6:24-26)

MARY: (Still kneeling lifts her eyes toward heaven, saying:)

My soul doth magnify the Lord,
And my spirit hath rejoiced exceedingly in God my Saviour;

Because He hath looked upon the low estate of His bondmaid;

For, behold from this time, all generations shall call me happy,

Because the Mighty One hath done great things to me;

And Holy is His name.

And His mercy is to generations of generations unto those who fear Him.

He hath wrought mighty deeds with His arm:

He hath scattered those proud in the disposition of their hearts;

He hath cast down princes from their thrones, and exalted the humble:

The hungry He hath filled with good things, And the rich He hath sent away empty.

He hath succored Israel, His servant,

In order to remember mercy.

ACT I

THE ANNUNCIATION

SCENE I

"HAIL, THOU, HIGHLY FAVORED ONE"

(Mary is seen sitting with scroll in hand. She sings or recites Psalm XLVII. Blue curtain background and two stools are all that are necessary for setting.)

MARY: "God be merciful unto us, and bless us; and cause his face to shine upon us;

"That thy way may be known upon earth, thy saving health among all nations.

"Let the people praise thee, O God; let all the people praise thee.

"O let the nations be glad and sing for joy: for thou shalt judge the people righteously, and govern the nations upon earth.

"Let the people praise thee, O God; let all the people praise thee.

"Then shall the earth yield her increase; and God, even our own God, shall bless us.

"God shall bless us; and all the ends of the earth shall fear him."

Psalm LXVII. (The above may be read by Mary from an Old Testament.)

(Joseph enters.)

JOSEPH: 'Tis unhappy news I bring to thee, Mary. There has gone out in the market place a decree from Ceasar Augustus, commanding that all the world be taxed—each in his own city. Thou and I must hence from Galilee, out of the city of Nazareth, into Judea, unto the City of David. (Luke II:1-4)

MARY: As the Lord wills. Unto the City of David we shall go.

JOSEPH: Alas, alas! More and more doth the tyrant press his power upon us. Soon, I fear we shall see the Romans commanding our very hills of Nazareth. I must not tarry now. I'll

As He spake to our fathers, to Abraham and to his seed forever. (Luke I:46-55.) *(Mary bows her head. The curtain slowly conceals Mary as she kneels. Soft music is heard, faintly and at a seeming great distance.)*

SCENE II

"THERE WAS NO ROOM FOR THEM IN THE INN"

(Blue curtain forms background. Stage dark. Inn door at one side of stage. Mary and Joseph are seeking a night's lodging at the inn. Joseph carries a lantern and knocks at inn. Inn Keeper responds.)

JOSEPH: We have journeyed from a far country, even unto Bethlehem, to do the bidding of Ceasar Augustus—to be taxed of him. I would seek lodging for a fair lady, Mary. Can'st thou shelter us.

INN KEEPER: Not so, no room in the inn. If thou wouldst, find rest and shelter for the night in yon stable. *(The Inn Keeper points the way. Mary and Joseph turn to seek shelter there for the night. The stage grows quite dark as they make their way toward the stable off stage.)*

ACT II

"AND THERE WERE IN THE SAME COUNTRY SHEPHERDS"

SCENE I

"FEAR NOT, I BRING YOU GOOD TIDINGS OF GREAT JOY"

(Shepherds: Cosam, David, Samuel, Benjamin, and Jacob, their father. The stage is dark and Shepherds gather one by one, with lanterns, having secured their sheep for the night. Blue curtain background with stars forms setting. Large stones here and there.)

BENJAMIN: *(Entering with lantern, looks about him and sees his brothers, Cosam and David approaching. Looking heavenward he greets them thus)*

The heavens declare the glory of God
And the firmament sheweth His handiwork
Day unto day uttereth speech, and night unto night sheweth knowledge. (Psalms 19:1, 2)

DAVID: 'Tis a night of wondrous stars!

COSAM: Yea, but 'tis dark! 'Twas weary work to gather all the sheep. They did go this way and that. But grateful in my heart that safe they are ere darkness change into deepest night.

BENJAMIN: Think thee we have them all? We would be diligent to know the state of our flocks and look well to our herds. (Psalms)

DAVID: Brethren, I did search with light of torch. *(He lifts his light and looks about as if to be more sure.)* The flocks are safe. Let's tarry here ere morning light the eastern sky.

SAMUEL: Aye, weary am I! Our father hath not yet returned? Shalt light a fire to greet him? *(The lads gather sticks and kindle a fire. Red globe gives wonderful effect when concealed in "log-cabin" fire. One lad looks about and finds large stones which he moves toward the fire.)*

COSAM: This is fine shelter. Here are stones.

Shall we pillow our heads as did Jacob at Bethel in days of old?

DAVID: And he lighted upon a certain place, and tarried there all night, because the sun was set: and he took of the stones of that place, and put them for his pillows, and lay down in that place to sleep. (Gen. 28:11)

SAMUEL: And he dreamed, and behold a ladder set up on the earth, and the top of it reached to heaven: and behold the angels of God ascending and descending on it. (Gen. 28:12)

BENJAMIN: Finish the story, Samuel.

SAMUEL: And, behold, the Lord stood above it, and said, I am the Lord God of Abraham thy father, and the God of Isaac: the land whereon thou liest, to thee will I give it, and to thy seed:

And thy seed shall be as the dust of the earth, and thou shalt spread abroad to the west, and to the east, and to the north, and to the south: and in thee and in thy seed shall all the families of the earth be blessed.

And behold, I am with thee, and will keep thee in all places whither thou goest, and will bring thee again into this land; for I will not leave thee until I have done that which I have spoken to thee of.

And Jacob awaked out of his sleep, and he said, Surely the Lord is in this place: and I knew it not. (Gen. 28:13-16)

DAVID: Hark! Our father cometh. *(Jacob enters.)*

JACOB: The Lord bless thee, my sons. Art the sheep secure within the fold?

SONS: Yea, father, yea.

JACOB: 'Tis well, my sons. The Lord be praised, our flocks are safe! Would that our people were as safe! Oh, that the flock of Juda were secure within the fold. But, alas, methinks we are but scattered sheep and some gone astray. The Romans threaten us with conquering sword. The blood-stained hands of Herod would enslave us. Oh! that one should come to save us as we do our sheep.

BENJAMIN: Father, hath not the prophets foretold that some day such a one should come? One "that shall feed his flock like a shepherd; shall gather the lambs with his arm, and carry them in his bosom, and shall gently lead those that are with young." (Isa. 40:11)

JACOB: Thou art right, my son. Some day such a One shall come. "And the government shall be upon His shoulders; and His name shall be called Wonderful, Counsellor, the Mighty God, the Everlasting Father, the Prince of Peace. (Isa. 9:6)

Of the increase of His government and peace there shall be no end, upon the throne of David, and upon His Kingdom, to order it, and to establish it with judgment and with justice from henceforth, even forever. *(Pauses as if to reassure his own belief, then finishes:)*

The zeal of the Lord of Hosts will perform this." (Isa. 9:7). Now, lads, to sleep.

COSAM: He giveth his beloved sleep. (Psalms 127:2)

DAVID: When thou liest down thou shalt not be afraid. Yea, thou shalt lie down and thy

sleep shall be sweet. (Prov. 3:24)

SAMUEL: Behold He that keepeth Israel shall neither slumber nor sleep. (Psa. 121:4)

(The shepherds join in singing with much love and feeling a good-night hymn. Use the Shepherd's Psalm—Psalm 23; musical arrangement found in any good hymnal, usually under the title "The Lord is My Shepherd." As the last words of the song die sweetly away, the Star of Wonder appears.)

BENJAMIN: Father! Look! A wondrous star.

JACOB: Where, lad? Where?

BENJAMIN: O'er the mountain. A stranger star far in the eastern sky.

(Just then an angel appears and the shepherds bow in adoration.)

ANGEL OF THE STAR: Fear not; for behold, I bring you good tidings of great joy, which shall be to all people. For unto you is born this day in the City of David, a Saviour, which is Christ the Lord. And this shall be a sign unto you: Ye shall find the Babe wrapped in swaddling clothes lying in a manger. (Luke 10:12). (Angel sings: "Hark! The Herald Angels Sing"; and there appears the Heavenly Hosts that answer:) "Glory to the new born King." (At the close of the song the angels slowly vanish. Shepherds look at one another in wonder.)

JACOB: Come, lads, "Let us go, even unto Bethlehem and see this thing that has come to pass which the Lord hath made known unto us." (Luke 2:15)

(As they go voices off stage are heard singing: "It Came Upon the Midnight Clear.")

(CURTAIN)

SCENE II

"IN THE DAYS OF HEROD THE KING, BEHOLD,
THERE CAME WISE MEN FROM THE EAST
TO JERUSALEM". . .

(King Herod is seen seated upon his throne. Enter Wise Men bowing low to Herod.)

FIRST WISE MAN: Where is he that is born King of the Jews? For we did behold His star in the East and are come to worship Him. Mat. 2:2)

KING HEROD: (To Servants) Send hither the Chief Priest and Scribes. (They enter at Herod's bidding.) What say you about this new born King these men do tell me of? Where shall he be born? Speak!

CHIEF PRIEST: In Bethlehem of Judea; for thus it is written by the prophets; (Reads from scroll.) And thou Bethlehem, in the land of Judea, art not the least among the princes of Judea: For out of thee shall come a governor that shall rule my people Israel. (Mat. 2:5, 6)

HEROD: Enough, away with thee! I'll have no more of thy sayings. Oh, Wise Men of the East, when did the star appear?

SECOND WISE MAN: At evening-tide, and the light of the Star hath led us here.

THIRD WISE MAN: And we are come to worship Him.

HEROD: Go and search diligently for the young

child and when ye have found him bring me word again, that I may come and worship him also. (Matthew 2:8)

(Wise men bow low and depart. Herod sits grasping the arms of his gorgeous throne-chair.) A new born King! Who says there shall be a king to rule in my stead? I shall seek the young child to destroy him.

(CURTAIN)

ACT III

"FOR UNTO YOU IS BORN THIS DAY
IN THE CITY OF DAVID A SAVIOUR"

SCENE I

"GLORY TO GOD IN THE HIGHEST, AND
ON EARTH PEACE, GOOD WILL TOWARD MEN"

(Stage is dark. Blue curtain background. The Star of Wonder gives the only light. Softly and beautifully angel voices are heard singing:)

"Silent Night! Holy Night!"

(The light slowly grows brighter and brighter and Mary is seen kneeling at the manger crib. Angels, too, become visible in background behind blue curtain. Light radiates from the manger. As the angels keep watch and all is silent after the angel song, Mary tenderly bends over the manger and sings to her Babe:)

MARY: Asleep in a manger, no crib for Thy bed,
My little Lord Jesus lay down Thy sweet head,
Sweet angels are watching, I know they're above,
So sleep my Lord Jesus, sleep on, my dear love.

The stars in the sky are watching above,
The whole world is hushed, sleep on Baby love,
Oh, guard, ye good angels, oh, watch from on high.

We are safe my Lord Jesus, when angels are nigh.

(The above sung to Martin Luther's Cradle Hymn.)

(As the last notes are sung the shepherds draw near.)

MARY: Hark! Footsteps. (Joseph draws close to Mary in protection and Shepherds enter with sacred tread. They kneel.

SHEPHERDS: 'Tis the Christ!

(From without there is the sweet strain of music. The Wise Men enter solemnly singing:

"We Three Kings of the Orient are,
Bearing gifts we traverse afar . . ."

(As each Wise Man sings his verse of the song he goes with kingly step to the manger, kneels and lays his gift before the Christ Child. Now everything is silent. A single voice is heard off stage singing:)

"O Little Town of Bethlehem."

(As the song closes the angels who have been keeping watch sing:)

"Joy to the World! The Lord is Come."

(At the close of the song, the stage may gradu-

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Guidance in its Social Aspects

ONE OF the aspects of guidance which has received less treatment than it deserves is concerned with the development of social interests and activities on the part of students. Adolescence is characterized not only by intellectual curiosity and an eagerness for a variety of experiences but also by a desire to be accepted within a social group, to be on a footing of equality with age mates, to get to know members of the opposite sex. The satisfaction of his social needs, the craving for congenial group association, the desire to *belong*: these also play a part—and by no means an unimportant part—in the education of the young.

Better than having the Guidance Counsellor or Grade Advisor (or whatever his official name may be) give lectures or private talks on the value of engaging in diversified social activities is the actual planning of these activities, making them so popular and attractive that many students will be led to participate in them enthusiastically. Everything depends on the kind of organization that has been established, the interest aroused, the publicity obtained, the class morale that prevails. Students will gladly cooperate in promoting social functions that they find enjoyable. These functions are enjoyable because they are not directly connected with the routine of school work; they are enjoyable because they give the students an opportunity to play a leading, not a passive role. They plan and manage these social affairs and are responsible for making them a success.

What part should the Grade Advisor play? He must be a leader, resourceful, sympathetic, understanding, capable of responding to new ideas, eager to experiment with and adopt fruitful suggestions, ever desirous of attending to the needs of his constituents. But his leadership, to be salutary in its influence, depends upon his success in calling forth positive qualities of leadership from those students who possess them, and qualities of cooperation from those who prefer to follow rather than to lead. The active and the passive, the retiring and the aggressive, the modest and the ambitious, the socially maladjusted and the socially popular—all types must be provided for in the organic scheme of social guidance. The Grade Advisor must attempt to do as much as he can with the human material at his disposal. He should have a clear and thorough conception of what he wants to do and how it should be done, but if he is wise, he will not seek to impose his ideas on the class. A strategically better policy is to throw out suggestions, to stimulate thought, until the class appropriates these ideas as its own.

The first step is to get to know the members of the class as thoroughly as possible, their socioeconomic background, their environment, their

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intellectual attitudes, their social and recreational interests, their degree of personality development. He can gain this knowledge in only one way: not by antecedent generalization, not by some sociological or pedagogic formula, but by the patient, laborious task of cultivating the acquaintance and, wherever possible, the friendship of each of these students. He will use his time and his opportunities to the best advantage. He will also bide his time, realizing that with each term that passes by, the students are rapidly growing in poise, tact, self-knowledge, assurance, that major changes are taking place within them physiologically and psychologically, that adolescence is a period marked by emotional instability, variable moods, and feelings of inadequacy.

The organization of the class, when the students are emotionally and mentally prepared for it, is in itself a valuable educative experience. It makes them aware of the struggle, concealed or disguised, for prestige and dominance. The game of "politics" is played in the way that adolescents love to play it. There is heated discussion, and the word spreads before the balloting begins. Finally the results are tabulated. There are anxious inquiries from those candidates who hope to be elected. The election results are then published in the school dailygram. The next step is to have the officers of the class together with the two delegates elected from each homeroom to meet in a body as the Executive Committee.

The educative value of conducting a meeting according to parliamentary procedure needs no stressing. Perhaps more important is the opportunity afforded to students of meeting informally and discussing matters of common concern. There are suggestions and counter-suggestions, debates so vehement that the chairman must calm down the embattled disputants. The Grade Advisor is always present, but he must learn not to be a teacher or director on these occasions. It is his right, as a member of the Executive Committee, to throw out suggestions, to bring up matters that must be handled, to act as an intermediary, when necessary, between the class and the faculty, between the students and the principal. He may have to decide what is and what is not permissible. But on the whole the best policy for him to follow is to allow the Executive Committee to function democratically, reposing complete confidence in their collective wisdom. His leadership will display itself in his power to suggest and stimulate rather than dominate, to awaken vision and enthusiasm, to

call into being that intangible but essential quality known as class spirit. At each meeting he is given the floor for a few minutes, but final action is left to the disposition of the Executive Committee. Indeed, in order to reinforce the feeling that the class is organized on a truly democratic basis, the Committee must be made to see that they are serving as delegates of the people in the home room, that they are directly responsible to their constituents. Hence after every meeting the delegates are required to report back to their home room all that has been taken up. When a controversial issue arises, they are supposed to find out from the students in their home room what should be done.

For efficient functioning, the Executive Committee must not arrogate too much power in itself. That tends to provoke dissatisfaction, jealousy, complaints. The solution is to appoint a large number of committees for different purposes, but with the understanding that these must be competent and conscientious in the performance of their duties. There is a Publicity Committee whose business it is to advertise whatever social affair the class undertakes. There is the Social Committee which takes care of dance, visits to the home of or the purchase of gifts for seriously ill students, the planning of picnics, and so on. There is the Editorial Committee, which is in charge of the class publication, "The Voice of '43," a mimeographed newspaper of four to six pages in length.

When it was first decided to launch this paper, the class was without funds. It was decided to appeal to the students of the class to make voluntary contributions. The money poured in more generously than had been anticipated, and the "Voice" was born.

The prime difficulty in the beginning was to secure material from a cross-section of the class. The editorial staff was compelled to work hard to create representative and interesting issue. The first issue was indeed a test, since all those who had contributed were curious to see what their money had helped to bring forth, while the others, the passive, the indifferent, the scoffers, were ready to find fault. The Editorial Committee held meetings, scoured the school for material, interviewed teachers and students, penned editorials, and the paper finally came off the press.

It was read with great interest. Thereafter there was no question but that the class was willing to support this venture. In order to make the "Voice of '43" more truly representative, each home room elected a class reporter, whose duty it was to hand in news concerning students in that home room. From then on, the paper became a class institution, useful in cementing class spirit, arousing interest in class activities, and communicating to students news of events that had happened or were to take place in the near future. In all these undertakings the class had not only the consent but also the cordial cooperation of the principal. It was decided, however, that voluntary contributions of funds were not a sufficiently firm

foundation for financing the paper. Money must be raised in some other way. It was!

The class planned to run a dance at which a price of admission would be charged. The gymnasium was reserved for a day (the very beginning of the term) when students would be more in the mood for dancing—and for parting with ten cents. The Swing Band of the school was reserved to play on that occasion. A basketball game between the class of '42 and the class of '43 was also arranged as an added attraction. During an assembly period a challenge was publicly delivered to a representative of the class of '42. The Executive Committee got busy in support of the coming event. Posters were drawn for display in the halls. "The Voice of '43" reprinted the challenge which had been delivered. Ticket agents were recruited, and they outdid themselves in persuading students throughout the school to buy tickets. The gymnasium was crowded to capacity. About five hundred and fifty students attended. The dance was a resounding success, and there was plenty of money with which to finance any worth-while activity.

In preparation for the Senior Prom, which would come more than a year later, the Executive Committee decided to form a Dance Group, the purpose of which would be to instruct young men in the art of social dancing. Instructresses volunteered their services and gladly gave of their time. The aims of the Dance Group were duly publicized, and the instructresses encouraged students to come out each Thursday afternoon. The Swing Band also volunteered its services. The Dance Group to date has proved a success. Each afternoon of dancing furnished a valuable lesson not only in the art of dancing but also in social etiquette. It was a gratifying experience to observe young men who during the first week had not been able to execute a step, approach an instructress and ask for the privilege of the next dance.

Then came the exciting plans for the picnic. The members of the Executive Committee were keenly aware of the fact that the class was not yet united in spirit. Too many students remained contentedly in the background. The problem was to make them emerge from their shells. How was this to be accomplished? Should the class meet as a body? There were administrative difficulties in the way of such an arrangement. A theatre party would prove too costly. A picnic would solve the problem. Here too obstacles stood in the way. Because of the rubber shortage, a bus could not be chartered. The students would have to use the regular bus transportation facilities to get to the Orange Mountain Reservation. That did not deter them in the least.

Plans were drawn up. Hostesses were appointed to circulate among the group and see to it that every one felt at home. The Athletic Committee obtained permission to secure the necessary baseball equipment from the Gymnasium department. The president of the class

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History Becomes a School Activity

BILL, a husky, pleasant, blond lad, was not one whom you could call the academic type. Hunting and fishing were far more appealing to him than reading history texts. As a matter of fact, Bill usually had a stuffy feeling about history—except when the Civil War was mentioned. That war had a personal meaning to Bill, even if it was fought way back in '61, just a text date to most students.

Why did the Civil War live for Bill? Well, Bill's great grandfather had fought in that war when he was Bill's age. Bill could see and always will see that war plainly. Yes sir, he had pictures, a war diary, guns, swords, many letters, and discharge papers which had been handed down to him. Bill ate up that sort of stuff. Yet, Bill was almost regarded as a failure in his class work in history.

It was the realization that there might be other students like Bill in my several American history classes, students who might like history, if they could approach it as an activity outside of class. It occurred to us that we might forget class assignments, the limitations of class instruction, and see history not academically but through pictures, objects, people, museum displays, and other interesting media. History might then mean more for these students.

One day a proposal of a historical hobby club was made to my three American history classes. Students who were interested were invited to sign their names on a sheet and to indicate what hobbies they had which might have a bearing on history. About thirty students responded. Their hobbies included these interests: travel in the west, newspaper historical strips, stamp collections, historical scrapbooks, collection of various sorts of match folders, old books, letters, making airplane models, old guns, etc.

Soon an organization meeting was called, and ten students appeared. First, the group decided on a name, "The Old Timers," and then proceeded to draw up a simple constitution. The articles provided for a name, purpose, membership requirements (no grade barriers), organization, procedures, and officers.

Since the group was organized after the beginning of the second semester, not much time remained for an extensive activities program. However, one program consisted of talks by our school superintendent and a faculty member who were both members of the Detroit Lincoln Club. Our superintendent, who for years has collected items related to the period in which Lincoln lived, brought a sample display and talked on his hobby. The faculty member, a thorough student of literature concerning Lincoln, briefly reviewed his readings and gave interesting stories.

Another activity was a trip to the Lowrey School Museum in the east end of our city. This

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unique museum, which is entirely a student project, intrigued our group with its range of material. It showed everything from snakes to old Ford models. On a third occasion, members attended a historical exhibit at the Detroit Historical Museum, sponsored by the Detroit Historical Society. Ladies' dresses, high top shoes, "wildcat" bank notes of 1837, models of early forts, a wooden water main, letters of Lewis Cass, and other relics recalled Detroit's past.

Our season closed with an exhibit of our members' historical collections, which were displayed in the school library show cases. One of our group who was talented in art made an attractive advertising poster which featured the name of our organization and listed the names of members. Lettered cards described each article on display. Drawing the attention of our high school students, were a Civil War Colt pistol, a four barrel pistol, a collection of photo albums in the Civil War period, a stamp collection, a scrapbook of gay nineties costumes, a model of Abraham Lincoln, a blacksmith's shop account book for 1870-1872.

Who do you suppose had the prize display? You're right. It was Bill. There were honorable discharge papers, pictures of his great grandfather, who had served with Company K, 60th Regiment, New York Volunteers, diaries, including an entry referring to the fall of Atlanta, a silver watch bought on a furlough, and a sweetheart's sewing case which had been given to Bill's great grandfather.

Our members have expressed genuine interest. They are, however, aware that our program has been only a modest beginning. They have numerous constructive suggestions. They thought the club exhibit was successful and would like to have another. They want more trips to nearby libraries and museums. They want a future program which will include fireside chats on historical oddities, legends, discoveries, methods of establishing facts, more frequent meetings, more members, talks by community residents, and projects, such as making models, undertaking historical investigations.

Dearborn is located in a metropolitan area abundant in resources which can make for a keen personal enjoyment of history. The community, itself, has had a colorful past. This has been recorded carefully by the interesting and pertinent collections of the Dearborn Historical Commission. Very close to us is the unique historical laboratory, the world famous Greenfield Village and Museum, founded and devel-

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Our Sharing Christmas

FOR several years our school has endeavored to celebrate Christmas with sharing. If boys and girls are selfish, it is perhaps because adults have set the example. If they are to practice any semblance of the Golden rule, we teachers must have some share in directing them.

All too often are we aware that schools have done a pretty good job of training the mind and the body and altogether a rather slight job of training the spirit. It matters not what creed or color, we still must share life and the good things of life if we are ever to bring about peace and goodwill to men on earth.

At Christmas time we look about among our school for boys and girls who may find Christmas a rather dreary, unhappy time if someone does not seek them out with gifts of good things.

Oh, yes, there are charitable institutions, and there are the relief agencies and various alphabetical projects to allay distressing situations and dire want, but still there is too much of the old Scrooge about in the land. However, through our pupils we may help to make live a new Scrooge in many a household.

We select families who need our sharing. Through homerooms we plan our giving and join groups the land over in the White Gift Christmas. The fun of planning a Christmas dinner for someone who would not otherwise have much of a Christmas is our way of sharing Christmas. Committees are appointed by the pupils, and everybody works at this matter of planning and sharing with someone else. Someone will bring a bushel basket to the neglected family. If the family is big, there will be two baskets. A committee of girls will decorate the baskets to look "Christmasy." The boys will carry the packages, and everybody will bring something for them to carry. The dinner is planned so there will be all the things a Christmas dinner must have, every single thing; there will be fruit, vegetables, cranberries, candy, nuts, and sometimes even turkey, but if that seems out of the question there is always a chicken for every dinner. Canned foods, bread and butter, jelly and sacks and sacks of many other things for the days after Christmas are included.

Never is there any pressure brought on the boys and girls who have little to give, but we do try to have every one realize that one can always share *something* with others if it is but one potatoe or a bit of bread for dressing! One learns a great deal about our American homes in an adventure of this sort, and one has great opportunity to teach profound truths in such activity.

Youngsters who live in the country bring the eggs, the milk, or the cream. Chickens, if they do not come from the farm, are purchased from local markets—the pupils themselves planning and figuring how many pennies or nickels will

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be needed for this part of the dinner.

This last Christmas my homeroom gave to a family made up of three children and a mother. The father had been killed recently in an auto accident, and this was the first Christmas without him. The baskets, not one but two, were filled to overflowing. The mother of that home sent the following words in a letter: "I want to thank each and everyone for the wonderful baskets of food that were given us for Christmas. It was such a wonderful assortment and will do for many weeks to come. May God bless you all, and many thanks again."

Our gifts had gone to lighten the heavy load in the home of one of my own homeroom pupils. Yes, the little fellow in my homeroom had brought his gift, not much but a gift, and his gift was placed in a basket that went to some



White Gifts Are Collected

other family, so he was truly sharing what little he had with someone else.

How do we manage to protect the ones receiving? We are aware of the need of pride; we know too how sensitive others may be. A teacher committee contacting other organizations engaged in much the same effort of helping, selects and checks the families most in need. Each family is given a number which in turn is given to the homeroom supplying the white gifts. All the children know is that we have a family of five: four children—ages five, seven, eleven, and a mother; or a family of eight with seven children—ages three, four, six, eight, nine, ten and twelve and a father who is ill. If toys are needed we learn from the committee which of the children are boys and which are girls.

Trimming the baskets is an important activity. Many baskets are truly lovely. Last year my homeroom decided to trim their baskets in all white, with pine branches around the top as the Christmas touch. The committee used white paper napkins for covering the baskets in snowy white tufts. They decided also to wrap every gift in white paper. "A truly white Christmas," they said.

Representatives from our student council assist in loading the baskets on trucks for delivery the closing day of school before the holiday vacation. The Salvation Army or some other organization always volunteers to deliver our gifts to the homes for us.

When homerooms have had a Christmas tree for the holiday season, the tree also goes to a home with a Christmas basket of good things. Many times we learn that this is the first Christmas tree for the children in that family.

Somehow we feel that in our school we have taken an important step in the right direction. *We share Christmas and believe the giving of our white gifts helps us to keep Christmas because we have shared it.*

History becomes a School Activity (Continued from page 140)

oped by Henry Ford.

In Detroit, our students have opportunity to see the frequent exhibits sponsored by the Detroit Historical Society, and to explore the Burton Historical Collections, one of the top depositories in the country in the field of local history.

Thirty miles away from Dearborn is the William L. Clements Library, in Ann Arbor. This library contains a vast store of fascinating primary sources, maps, books, letters, and official documents. They invite you to share the personal experiences of Champlain and other French explorers; they intimately expose Pontiac's conspiracy at Detroit, and offer a multitude of other dramatic episodes in the life of the Old Northwest. Through these various stimuli, young people may get a taste of real human beings and events. They may view them as contemporarily as though history had just paraded across the

scene in the manner of a "March of Time" program.

Through the activity approach, students will not allow texts to atrophy their imagination by a dreary dealing with time, people, happenings in the manner of an autopsy. If the imagination of students can be well ignited, if the community resources, whatever they are and wherever they are, can be wisely utilized, history can be thoroughly enjoyed. It can become a worthwhile school activity and not remain merely a subject to be taken for credit.

Our Christmas Pageant

W. N. VIOLA
Senior High School
Pontiac, Michigan

OUR Christmas Pageant has become an annual event. At its beginning it was presented before the student body in three assemblies, due to the large enrollment of the school. The following year a request came to give an evening presentation for the parents and friends. The Pontiac Playcrafters, who sponsor and participate in this production, accepted the challenge and voted to make the pageant an annual event for both the students and adults.

The vocal music department assists by singing the Christmas hymns, while the club members enact the spectacle in pantomime. Any number of angels with lighted candles may be used for background. The other characters are Joseph and Mary depicting the manger scene, the shepherds, the kings and the attendants.

All club members are assured a part in the production, for stage crew and electricians are needed as well as the actors.

Printed programs are given to the audience during the evening performance. The complete affair is presented without any admission charge, thereby instigating a proper relationship between the citizens and the school system.

For some years we have heard the revolutionary slogan in public and secondary schools—"We don't teach subjects, we teach pupils"—and the child-centered school has now arrived. This idea is safe, only so long as the pupil is not nourished on the idea that he is the center of all things and that subject matter is rather incidental after all. Colleges cannot yield to this temptation. The dignity and majesty of the great fields of subject matter—for they are fields of commanding truth—take precedence over the particular wishes, notions and vagaries of individual students. Those disciplines open up great avenues of stern duty and service to those who wish to enter. There is danger that in American institutions we may produce self-centered individualists who may some day through their own lack of inner iron discipline self-imposed furnish easy victims for that outside discipline which dictators are always glad to supply.—Dr. Bessie C. Randolph



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Stage Action Streamlined

(Continued from last month)

III

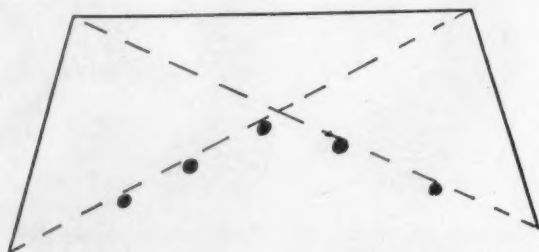
Orientation of the cast is the next step. The student does not act alone, but in relationship with others. The director must combine the efforts of several individuals and fuse them together into a unified picture. This process is appropriately known as *picturization*.

The following is taken from U. S. Allen's syllabus, his *Play Direction Demonstration*.^{*} It is of particular helpfulness to school groups.

The stage itself is by no means perfect in so far as "sight lines" from the audience are concerned, improved auditorium design notwithstanding. If an actor were to stand in one of the corners, he would not be visible from several spots in the audience. However, that rarely happens. What does happen is that one actor gets in front of another and "covers" him out of the *line of visibility* from some section of the audience. This may result in a partial "eclipse" of the actor so intercepted.

To clarify, a stage with conventional proportions and sight lines should be carefully observed from various points in the auditorium. If imaginary lines were drawn from corner to corner of that stage, they would cut the acting space into triangular areas.

At once it can be observed that there is an area nearest the audience in the form of an inverted "V." This area is below the intersection of the imaginary lines. Actors within its bounds are visible from any place in the audience, that is, provided they line up in the inverted "V" formation:



Such an obvious grouping would be frowned upon in legitimate drama, although the musical show, ballet, and minstrel may use it. This simple formation is the common denominator of all stage picturization. It wouldn't be actually noticeable in the progress of a play because it is, or should be, concealed. If the variations on this formation are carefully woven into the plot-action, the audience will be unaware of any similarity to the basic pattern. The well coached cast will not reveal the key design any

^{*}Courtesy, U. S. Allen of the Chicago stage, and staff member, Columbia College of Radio and Dramatics.

EDWARD PALZER
Associate Editor, Platform News
Portland, Maine

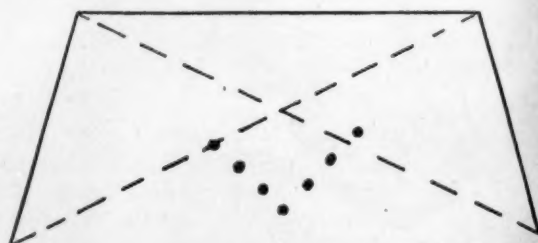
more than a concert artist would unveil his technique by separating his composition into scales and showing how they are the basis of it.

Properties on the stage, such as a table, floor lamp, davenport—these tend to diminish the austerity of the basic formation. Actors may assume various positions within the formation area.

This does not mean, however, that actors are never outside of this area. They are so, frequently whenever the nature of the scene, the plot, or the dialog stamp them as out of the spotlight for the time being. This means that they are continuously shifting in and out of the formation area as their importance in the action increases or diminishes. A moment's re-analysis of the key formation by each dramatic coach reading this article will quickly unfold the significance and usefulness of the suggestions which follow.

Much depends upon the plot-action at any given moment. Occasionally a timid student will huddle in the back area somewhere, when he should be in the center of attention. Then there is the other fault, when a character who is merely supposed to provide atmosphere to a certain scene or situation within it shuffles his way around somehow into the spotlight area, there to usurp the attention of the audience and divert it toward himself. A jittery maid rocking to and fro on an antiquated squeaking chair can all but stop the show. There is a sound psychological explanation for that—attention is attracted to motion, to sound, and to light. These three are magnetic, as it were.

But back to the grouping itself. An example of direct violation of the principle of unhampered vision is the following:



At a glance it can be noted that the left line cannot be seen by spectators seated in the right front section of the auditorium.

Only the front center actor, holding the apex of the "V," would be completely visible from all parts of the audience. Leaving him out in front for a moment and having the other eight actors

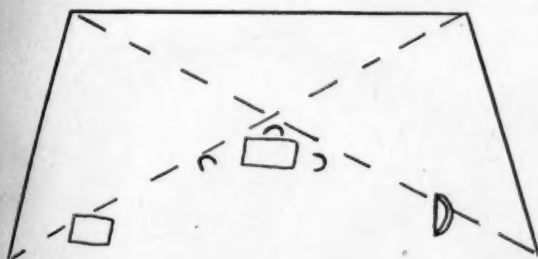
return to formation positions, it is apparent that the picturization is still inadequate. For attention to "sight lines" indicates at once that the actor out in front will "cover" at least two of the other players, depending upon just where the spectator may be seated.

The only exception perhaps would be the playgoer who was fortunate enough to reserve a seat in absolute center location in the auditorium. If an immense lady with an obtrusive feather wasn't presently seated in front of him, he might be able to see all nine of the actors at once.

When the members of a cast acquire an easy familiarity with the key to stage picturization, they will develop at the same time an acute sensitivity to any incongruous grouping, such as an important scene being played outside of the vital area. That sensitivity will then come as sort of "sixth sense."

Disposition of the set also has a bearing upon how effectively the actors handle each situation.

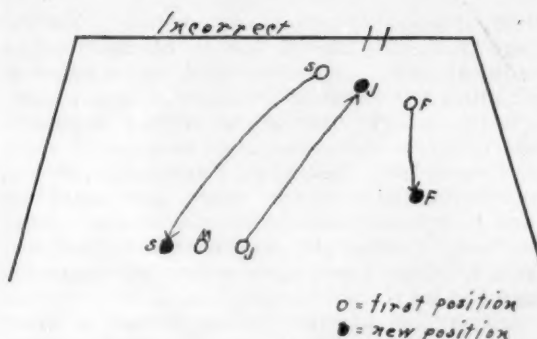
An instance of a helpful stage arrangement is that of an office interior, with the manager seated at the center desk, where a client stands conversing with him. A secretary is located at another desk, while opposite her on the other side of the room are more clients. It is apparent that these persons are all in the vital area. Incidentally, office furnishings outside this area are subservient to it, nevertheless harmonize effectively.



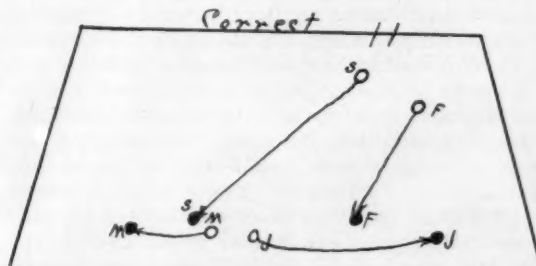
More significant than the stage picture itself is the formation and transformation of that picture. It piques the ingenuity of the coach to a greater extent, because each situation has its own peculiar jumble. In dealing with the basic technique, he is confined largely to "stills." Yet in actual practice, the stage picture is seldom "frozen." What really takes place is akin to transient or fluid picturization, with actors circulating constantly to and from the mentally circumscribed frontal area.

Here is a sequence which opens as Mary and John are conversing alone in the center of the stage. They are suddenly interrupted when Sophia (Mary's sister) and Fred enter.

It was actually carried on thus: John walks backward to meet Fred. Sophia moves forward to meet Mary. Pictorially, the whole scene is put out of gear. For Fred "covers" John to spectators on the left side of the auditorium, and Mary "covers" him to a certain section of the audience as well:



If Mary would simply walk to her right, and John to his left, it would permit Sophia and Fred to walk in between them, making it possible for all four to come within the visible area, and to so arrange themselves that no one need be "covered" by another actor. Thus the entire stage picture could be brought into the front central area, with no need for John to walk back, his head away from the audience to carry on the conversation which follows the rearrangement.



In all picturization, it is well to remember again that actors should make changes gracefully. Any commotion will only give rise to whys and wherefores. Moreover, good teamwork adds to the playgoer's enjoyment. This applies to the total action picture. Mutual interest, for example, is contagious. The spectator usually accepts one actor at another's "face value." Hence, an actor who assumes an intelligent interest in another actor, or in action taking place on the stage, will invite the audience to do likewise. The audience is unconsciously attracted to action which is apparently significant to other actors on the stage.

Also it may be remembered that spectators are unable to see through opaque objects, such as a proscenium wall—which incidentally begins at both sides of the stage. Yet in amateur plays, actors can be found mooching near some side wall. Indeed, it is amazing that one does not read of more cases of dislocated vertebrae among spectators in connection with school plays.

Supposedly some young actors are riveted to a given spot on the stage, so reluctant are they to change a position. This is sometimes the result of a misconception of what picturization implies. It is the outcome of meager familiarity with the stage itself. Fluidity, the sum total of stage action, is not as easily taught as the in-

dividual positions which add up to it. Yet the stage picture is rarely "action blocked." One could imagine a skillful novelist in his effort to recapture a moment of life, distil it, and present it to the reader. But life is moving so rapidly that it almost defies an artist to make it stand still, even in a novel, as Christopher Morley once intimated. In any event, one could not hope to make it stand still in a drama. Much less make it stand still long enough so that students could get out academic nets and capture a bagful of it.

An oblique problem is the *tempo* of stage action. Amateur drama here offends chiefly on the *slow* side. Much of the dragginess of the school play is the result of *faulty synchronization* with cues, exits, entrances, and "getting set" in general. However, the tempo can be accelerated by "timing" each scene and act, at least upon occasion. This should not be done too arbitrarily, or the cast might as well go all out for technocracy, by the introduction of a "time machine," such as the one described by Gabriel (not he with the trumpet): "A model of extreme rectangularity, awful solidity, and monel-metal sheen, which, looking like nothing so much as a hospital instrument boiling cabinet—thrashing and whacking through his fantasy's terrain with all the furious embarrassment of a tin can tied to a terrior's tail."¹⁰

Clock-watching of any kind can be done too arbitrarily and too dolefully. Controlling the tempo of stage action should not be a bald, unjointed affair. However, if the average-length first act runs for more than 35 minutes (a professional company would take about 22-25), the audience may become restless, may lose interest in the thread of action. Comedy, in particular, should move along with a certain *slickness*.

Moreover, the presence of an audience may alter the entire complexion of a scene, therefore the tempo of action properly moves right along with that audience. There is something about a crowd that pulls everyone together. The playgoer feels himself increasingly drawn into the cast, as it were, and identifies himself with the situation—a situation or experience which perhaps would not be readable in a novel, or understandable in solitude. And this, too, must be computed as among the variables of stage action. No cast may mentally consign its audience into a limbo of uselessness.

Without being too arbitrary about it then, the coach may supply specific clues to streamlining the action and thereby reducing desultory methods. He can invite the young actors to analyze with him the essentials of picturization. This in preliminary meetings. Then, grouping actors around him in a semi-circle, he demonstrates effective action. Next, members of the cast take turns at demonstrating. Each actor "walks" through his positions on the stage as well. Positions, as well as movements, are marked out on the stage-floor with chalk. This practice is not continuously advisable, however,

since an actor may develop the habit of looking downward, as if he were prowling around in search of a buried treasure. But it serves as a beginning.

It is assumed that the coach himself is thoroughly familiar with the play. There is no adequate substitute for such familiarity. Not even skill in gestic art will compensate for a deficiency here. When analyzing the play, the director may simplify matters for himself by glueing or otherwise fastening, extra sheets to the edge of each page in the text. This provides a place for notations. He may then proceed to *visualize the action* as it moves along from page to page, and from scene to scene. As the plot-action unfolds, he sketches one stage plan after another. Each has the positions of the actors meticulously annotated. Also, he may jot down, in the margin, additional ideas on clarifying the action as they occur to him.

The more space he provides for marginal notations, the more inclined will he be to add them. Thus he could disassemble two complete texts, and glue them page at a time into a larger scrapbook. Obviously, "page 2" would be glued tight when "page 1" was visible. That is where the other text comes in for the "page 2." Results of such a planned action would more than justify his using up an extra book in that way.

It is possible that some changes from the original plan may be found advisable, yet if the preliminary analysis is thorough, such changes should be reduced to a very minimum. Especially so, if the director perfects his plan by testing it out on a small working model of the set, or sets, to be used in the play. These may be satisfactorily made of inexpensive material; even cardboard will do. However, before he goes into any detail in his plans, it is well to take inventory of available properties, scenery, flats, and other equipment. This precludes the annoying consequence of planning for something he doesn't have, and will not have the night of the performance.

Once rehearsals on the auditorium stage are under way, it is advisable for the cast to check its action against the original plan. Here an ancient gem of the Chinese sparkles again: "One seeing is worth a thousand hearings." Let the cast see itself, even as others will see it. A unique procedure is to take snapshots while an actual rehearsal is in progress. Developed photos should then be posted on a bulletin board backstage or in a room available to cast members only. Each student can analyze his own action. Then a group discussion is of value.

Such photos should not be "sprung" on an unsuspecting cast shortly before the very night of the performance. Then photos may only serve to scare the daylights out of the cast, and make the actors more self-conscious than ever. Photos should, if taken, be available in the first or second week of rehearsal, when it is yet possible for the actor to correct himself. The cast need not be "made up" or in costume for these photos, and they should not be "posed," for that would

¹⁰Time and Time Again Stage, Vol. XIV, No. 2, p. 55.

defeat their purpose in detecting flaws of picturization.

Slides may also be reproduced for demonstration purposes. Films may be used with limited success only. The preliminary instruction in movement must be very thorough before the student seems to develop an *objective view-point toward his own activity*. If a device were to be suddenly introduced without such an objective view-point already well established, it would only worry the student actor. It is not probable that such devices will be commonly used, but this experiment of one coach is interesting, in that it shows the *importance of developing the student's objectivity before undertaking criticism of any kind*. This case is cited by Helen Osband, coach of drama at the University of Alabama: "Films were taken of the gesture and movement used while delivering speeches. Others were made of short scenes from plays which required considerable movement. We used the film in the classroom, stopping it frequently to analyze the movement. Although the student accepted the criticism, he did little if anything toward improving. For example, one girl, with a very poor posture and walk, cried bitter tears when students laughed at her on the film." Following this experience, physical education instruction was advisedly integrated with dramatics, with expressive movement especially in mind. "Then perhaps," Miss Osband concludes, "when they have learned the principles of bodily control, films may be useful and helpful."

This experiment would seem to indicate particularly that all instruction involving habit formation should be *gradual*. This is well nigh impossible if the school tries to present a play in record time. It may be added that school plays generally are *under-rehearsed*. Unless the school has a separate department of drama, chances are that the play will be produced by a group having little or no preliminary instruction whatsoever. This is not altogether an unmixed evil, for the schools aim to provide dramatic opportunity for all, not merely for a privileged clique. But the democratic nature of the opportunity is no excuse for desultory preparation. It does not mean, either, that the rehearsal of the play itself should be extended to the point of waning interest. This matter of possible boredom from over-rehearsal should be qualified, however. Directors who bemoan the chance of staleness rearing its ugly head would do well to consider a sound principle of educational psychology which holds that any activity becomes increasingly meaningful, zestful, and satisfying in direct proportion to a fuller acquaintance with it. It suggests the French formula, *La fonction fait l'organe*, meaning that *an organism tends to grow in the direction of its activity*. Of course, somewhere down the line, "diminishing returns" begin to set in, but all too frequently, directors resort to some vague platitude to shrug off the fact that the very first plateau of learning and creative growth hasn't even been scratched. They are preoccupied with the

wherefore and worry of overfilling the cup of learning, when perhaps the bottom has scarcely been dampened. It is not to be inferred from this discussion that the rehearsal schedule of the *play itself* is to be extended to any unreasonable limit. Rather, it is a suggestion for some *preliminary instruction before actually attempting the play itself*. Such instruction might also be dovetailed in with the schedule.

No one would dream of putting a concert organization on the stage, or a crack athletic squad in the field, in the short time usually allotted to the school play. From this standpoint, drama is deceptive. It seems easy. As Mr. Allen would say: "Its inherency, auto-motivism, its freedom from remote media, its spontaneity and simplicity are among the things that deceptively cause it to appear very easy, yet these are the very qualities that render it difficult."¹ The point is, stage action is not mastered by wading distractedly around on the fringe of it. Yet, the technique to its mastery is pleasant and packed with surprises. *First, the approaches to action must be streamlined, then the student's action, finally that of the whole cast.*

And lastly, having streamlined the student's timidity and inhibition, his possible artlessness, his lack of purpose in projection, let him not be left stranded with expressive skill only, but also equipped with the brakes to it,—*the means to streamline his own superfluous emotions and actions*. 'Twould not be playing him false to life—the greatest STAGE of all.

¹Theater Today Speech Magazine, Vol. VI, No. 4, p. 226, 360 East Grand Avenue, Chicago.

A Child's Nativity

(Continued from page 137)

ally grow dark and sweet quiet music—a violin is loveliest, or an organ or harp—may carry the theme into silence.)

(CURTAIN)

(Post Script for Christmas 1942 production of A Child's Nativity:)

As the angel group sings "O Holy Child of Bethlehem . . ." (fourth verse of O Little Town of Bethlehem) from the rear of the auditorium come the Nations of the world and every race of mankind, the black, the yellow, the brown and the white. They come from the four corners of the earth, as it were, and approach the manger crib with uncertainty, appealing to the Shepherds, the Wise Men and the Christ Child Himself to help them to understand and see the way of "Peace on Earth." On the words, "Cast out our sin and enter in, be born in us today . . ." the nations and races of the earth join hands and together they kneel at the Christ Child's manger crib.

As all nations and races of mankind bow together in adoration there comes the truly triumphant song: "Joy to the World."

(SLOW CURTAIN)

The Case for a Federal World Government

RESOLVED: That a Federal World Government Should Be Established.

The announcement of the national high school debate subject midway in the present season was a notable experiment that has yet to be proved or disproved as a valuable diversion from the regular method of selecting and announcing the high school debate topic. For years it had been the custom to select and announce the debate question early in the spring. In these days of swift change, however, it has often happened that the selected topic was not really suited to high school debaters when the actual debate season started.

Two years ago the high school debate topic was originally announced as, "RESOLVED: That the power of the federal government should be decreased." When the question was announced, this was merely an internal problem for the United States, one that would have resolved itself into a discussion of the merits and demerits of greater centralization in our government.

Soon after the question was announced the fall of France came, and the United States drew nearer and nearer to entry into actual war. Internal questions of governmental policy became insignificant when compared to the mounting international problems, and accordingly the question had to be changed to, "RESOLVED: That the power of the federal government should be increased."

Likewise last year the selected topic was, "RESOLVED: That every able-bodied male citizen in the United States should be required to have one year of full-time military training before attaining the present draft age." Before this question was actually under discussion by the high schools of the nation we were thrust into war by the Japanese attack upon Pearl Harbor. With war an actuality, such a discussion became academic and had no immediate appeal to the debaters, since the emergencies of the war made their arguments meaningless.

After two years of lightning changes in the topics that were selected for the high school debaters of this nation, it was determined that some precaution should be made to see that this did not happen again. This year the persons in charge of wording the debate question decided to select first a general topic that would continue in the public interest for at least a year, and second, a specific debate question that would be of interest to the debaters throughout the actual debate season.

The general topic that was selected for the high school debaters was Post War World Organization. This is a topic that would continue in interest regardless of the progress of the war. If an armistice was signed, we would then be face to face with the problems of post war world organization. If the war continued throughout

HAROLD E. GIBSON

Coach of Debate

*MacMurray College for Women
Jacksonville, Illinois*

the entire season, there would still be a great amount of interest in post war world organization.

The specific topic that was selected for this year's debate season is: **RESOLVED: That a federal world government should be established.** This specific topic is one that will continue to be of interest throughout the entire year. Of course the nations of the world are not ready at the present time to establish such a world government, but as the war nears a successful conclusion we may hope that such a world government may be established.

When the high school debater begins his discussion of this proposal for the establishment of a Federal World Government, he will understand that he is discussing a question that will be important to his well-being throughout his entire life. He will soon understand that another failure of the peace, such as we had at the end of the last war, will mean that his children or even he himself may become involved in another war. He will also realize that the old saying "No question was ever settled unless it was settled right" is really true.

The debater this year should be discussing this question because of a deep-seated personal interest in a proper organization of the world following the present war, since he knows that an improper organization will merely mean additional trouble and bloodshed for his generation. He should be able to see the mistakes of the peacemakers following the World War, the short-sightedness of isolation as a policy for the United States, and the eventual necessity of some form of world cooperation if we are to have a lasting peace.

There are a great many people who honestly feel that high school students should not attempt a discussion of problems as important as the reorganization of the world governments following this war. Certain of these well meaning people would prefer that high school students discuss which came first the "hen or the egg" or that they revert to the medieval pastime of arguing how many angels can stand on the point of a needle. Their fears would soon be controlled if they would remember that our nation is a democracy, that it is made up of individuals who must be informed thinkers if they are to be wise voters. They must also be reminded that their high school debaters of today will be the soldiers of tomorrow and the voters of the next day. They are now mature enough to fight and die for their country, and so they should be considered mature enough to discuss the problems

ent confronting the country that demands their services on the field of battle.

ATTACKING THE AFFIRMATIVE CASE

When the debater begins his preparation of any debate topic his first task is to read carefully all of the basic material available upon the topic. This preliminary reading should be followed by a careful analysis of both the points of strength and the points of weakness of the proposed federal world government. One of the most effective ways of making an analysis is to prepare a list of questions about all phases of the question. Then make an honest effort to answer these questions. When this has been done the debater should have a very good analysis of the question.

When preparing an attack for the question of the establishment of a federal world government, the debater should not make the mistake of believing that the League of Nations is a world government. The League of Nations was not a government in any sense of the word. It was rather a confederation, with all of the sovereignty of the member nations being retained by these nations. The negative will resist with strength any attempt of the affirmative to propose the reestablishment of a confederation such as the League of Nations when the question calls for a federal world government.

REQUIREMENTS OF A DEBATE TOPIC

We have already pointed out the care that has been taken in the selection of this year's debate topic to be certain that its interest would continue throughout the entire year. It must be remembered, too, that any debate topic that is to be used by thousands of debaters throughout an entire debate season should be selected with extreme foresight. Any debate topic should meet the following six requirements:

The debate question must not be one sided. The question must be of such a nature that its discussion will stimulate the debater to work hard in securing evidence.

Proof must be available for both sides of the question.

The question must be one of timely interest. The question must be stated in the affirmative.

The question for debate must be stated in clear and definite terms that can easily be defined.

It is apparent that this debate question does meet these six requirements. The requirement of not being one-sided is certainly met well. The sharp division of public opinion that we find on this topic attests to this fact. The numerous discussions of proposed post war world organization plans will serve as stimulants to the debaters in their search for new and vital evidence upon this problem. Certainly there can be no doubt but that there will be proof available for both sides. The timely interest that will continue to mount with this question is one of the outstanding points in its favor.

This debate question meets the final two requirements since it is worded in the affirmative, and it is stated in clear and definite terms.

DEFINITION OF THE TERMS OF THE QUESTION

By the term a "A Federal World Government" the debater is referring to the type of post war world organization that is proposed by the affirmative team. A federal government, according to Webster's definition, is one that is a "state consolidated of several states which retain limited powers."

Probably the best example that the debater can have of a federal government is that of the United States. Our nation has one government for the entire country. This is the federal government, which has certain very definite but limited powers. Within the United States, however, there are forty-eight individual state governments, each of which has retained certain powers that have not been specifically given to the national or federal government.

When the term "World" was added to this question, the scope of the new government that has to be proposed and defended by the members of the affirmative team was definitely established. When a world government is proposed by the affirmative, they will have to defend some system that is world-wide in its scope.

This question, as it is stated, throws out the current proposal of a Western Hemisphere Union. Such a government might be established with a large federal government and with each of the Americans giving up certain powers to this federal government while they retain other powers as their own. This would be a federal government, but it would not be world-wide in its scope.

Among the many proposals that have been made for post war world reorganization, that of Clarence Streit for a Union of the Democracies must be given careful consideration by all affirmative debaters. This proposal calls for a federal government that will be democratic in its nature and world-wide in its scope. Included in such a government would be England, France, Holland, Norway, Australia, New Zealand, South Africa, United States, and other nations that are truly democratic in nature. Such a government would include states located in all of the various parts of the world and could truly be called a world government.

The question may arise as to whether this world government must include all of the nations of the world or at least be as universal as the League of Nations. Such a universality would of course be desirable eventually, but it may be necessary to establish the world government upon a more limited basis and hope to widen its scope as time goes on until it eventually includes all nations.

The term "should" implies that the affirmative team must show that the adoption of their proposal for the establishment of a Federal World Government is either desirable or necessary, or both. It is not necessary that the affirmative show that this Federal World Government will

actually be adopted, but it is necessary that they give evidence to prove that it would be wise to adopt it.

The term "be established" merely means that some steps should be taken in the near future toward the creation and launching of a Federal World Government, and that in due time such a government should be started. It is not necessary for the affirmative to point out in detail just how such a government must be established, nor do they have to set an exact date for its establishment. The question is predicated upon the idea, however, that the Federal World Government should be established within a reasonable time.

THE USE OF THE DILEMMA AS A DEBATE STRATEGY
THE DILEMMA. The dilemma is a method of strategy used in debate for the purpose of leading an opponent in the actual contest and directing his thinking along lines that will eventually be beneficial to your side of the case. This strategy consists of asking the opponent a carefully thought out and carefully worded question that may be answered in one of two ways. The debater should have this question so worded that either answer will be detrimental to the case of the opponent. When used properly the dilemma is the most effective weapon known to debate.

A SAMPLE AFFIRMATIVE DILEMMA IS GIVEN BELOW

QUESTION: Do the members of the negative team believe that some new form of limited international cooperation similar to the League of Nations will be more successful following the present war than it has been in the past?

IF THEY The members of the negative team
ANSWER are indulging in the sport of wishful
YES! thinking, when they say that they believe that the world will be so changed at the end of the present war that we will develop some new system of limited international cooperation that will work. They make this statement even in spite of the failure of the League of Nations and similar international plans of cooperation. In making such a statement they first admit that plans of international cooperation have always failed in the past, but they still hope that if we try the same system again that it will be successful.

IF THEY The members of the negative team
ANSWER admit that they do not believe that a
NO! plan of international cooperation similar to the League of Nations will be any more successful in the future than it has been in the past. In spite of this contention they are in the position of opposing the affirmative proposal of a Federal World Union that will remedy the ills that they are willing to admit have not been solved by the League of Nations.

QUESTION: Do the members of the negative team prefer a condition following the present war in which we will allow such nations as Germany, Italy, and Japan again to

develop into a world menace, instead of adopting a plan for a Federal World Government?

IF THEY The negative debaters have made the
ANSWER statement that they would prefer a
YES! plan of post war world reorganization

in which there is an opportunity for the Axis nations to again develop into aggressive warmongers, to a plan of a Federal World Union in which world peace would be assured. When they take such a stand, it appears that they would rather risk world chaos than try a new system that has very few disadvantages.

IF THEY The members of the negative team
ANSWER have stated that they do not favor
NO! a system of post war world organization that will allow nations like Germany, Italy, and Japan again to develop into dangerous aggressor nations. At the same time they are opposed to the affirmative proposal of a Federal World Union. When they take such a stand, they place themselves in the position of being opposed to our old plan of loose world organization, but they still are not willing to try a new system that will remedy the evils that they admit do exist at the present time.

This is the first of a series of four articles by Harold E. Gibson on the current high school debate question. His "The Case Against a Federal World Government" will appear in **School Activities** next month.—Editor.

Guidance in its Social Aspects (Continued from page 139)

secured official permit for the use of the fireplace in the park. The Social Committee persuaded the principal to dismiss at twelve o'clock those students who wished to attend the picnic. Every detail was taken care of.

Even a downpour of rain on the day of the picnic did not dampen the spirits of the class. A hardy band of thirty-five boys and girls braved the elements and enjoyed themselves enormously. They built a fire and roasted frankfurters and marshmallows; they danced and sang; they organized a friendly game of soft ball and baseball. They took hikes to nearby points of interest.

The history of this class is not yet complete. It is still looking forward to many wholesome and enjoyable social activities.

If the fundamental duty of the school is to help the young make the difficult transition from adolescence to adulthood, to guide them on the road toward social development, then the field of guidance outlined in this essay must not be neglected. We shall have to reconsider whether we are doing wisely in confining ourselves to training the minds of the young without taking actively into consideration their emotions, their purposes, their social needs. It is no longer possible to subordinate the role of emotional adjustment in the social development of the young. No guidance program in the secondary schools can be considered complete that fails to satisfy the social needs of the young.

News Notes and Comments

A motion picture designed to show citizens what the schools are doing to help win the war has been produced by the Illinois Education Association. Available free to commercial theatres, the picture has been greeted with enthusiasm by the movie-going public.—*School Executive*.

City Children Join Country Cousins in Cotton Fields

Camp Hill (Alabama) public school students adopted the slogan, "Bowl over the Axis with a cotton boll," when they met the local labor shortage problem by going out into the fields and picking 13 bales of cotton.

Indiana Coaches Act

The high school coaches' association of Indiana has sent a vigorous letter to the President of the United States, Indiana United States Senators and Representatives, State Rationing Officers and others outlining their stand on the manpower situation and pointing out that the athlete makes the best combat soldier. The coaches from the Hoosier state call attention to the fact that because of competitive sports, athletes have the "will to win" which is so essential in the war effort. They call on those in authority to see that the high school athletic program be kept going, even if the tires have to be taken off the beer trucks. The Indiana boys have started something that we may very well copy.—*Kansas High School Activities Journal*.

Fraternity Members Barred from Sports

In an attempt to cause the dissolution of Greek letter societies banned in the White Plains (New York) High School more than two years ago, members of the White Plains Board of Education at a secret meeting adopted a resolution, 3 to 2, barring students who join Greek letter societies from all extra-curricular activities.

This bars fraternity and sorority members from playing in school football, basketball, baseball and other sports. Such members will not be permitted to join the many school clubs or hold office in the general organization.—*The Journal of Education*.

"The Use of Schools—After School Hours," by Harold N. West, in the November number of *School Executive* is an excellent treatment of the problem of the use of school buildings out of school hours by school and out-of-school organizations.

Missouri readers are invited to call at the *School Activities* booth among the commercial displays at the State Teachers Association convention at Kansas City the first week in December.

Honor to Former Forensic Participant

Ten years ago last May a young Menasha high school student came to Madison to take part in the state forensics tournament, and went away with top honors in extemporaneous speaking with his effort on "The German Elections." Today his name (Allan A. Michie) is among the best known among foreign news correspondents. It's not often a writer gets into *Reader's Digest* twice in the same issue, but Michie, war correspondent for *Time*, *Life*, and *Fortune* magazines, did just that when the September Digest printed two of his contributions concerning the fighting power of the rival nations on the European and African fronts. His book, "Retreat to Victory," recently published, is assured of a wide reading.—*Wisconsin State Journal*.

On April 30, 1942, in the auditorium of the Akron (Alabama) High School, a portrait of the late Miss J. Nicoline Bishop, for many years a prominent educator in Alabama, was presented to the student body by the members of the Dramatic Club of the school.

A Christmas Playlet in Two Acts

Football and Powder Puffs, by Anna Manley Galt. Here is a 15-minute play that uses 4 boys and 5 girls, can be produced in a few days, and fits any program at Christmas time. Its plot is interesting. Its lines are clever. Its effect is good. Send 50c for a set of 10 copies. Order from School Activities, 1515 Lane St., Topeka, Kansas.

High School Operates Student Employment Exchange

When Savanna (Illinois) Township High School acquired as a neighbor the largest ammunition depot in the United States (six miles distant) it found itself facing the attendance problem common to schools in warboom areas.

Superintendent Duane Wilson met the situation by appealing to employers through the local papers and through civic organizations to co-operate with him in his stand against excusing students for irregular work during school hours.

In order to permit students to contribute to the war effort and to aid employers by making

it possible for them to utilize all student labor out of school hours, the school is now operating a student labor exchange under the direction of a senior student.

A Class of 20,000 Students

The largest high school and junior college class in the world regularly gathers around classroom radios in Iowa, Illinois, and Missouri to hear nationally-known aviation authorities explain how the airplane in the post-war period will change the living habits and standards of most of the human beings of the globe.

The chapel of the century-old Iowa Wesleyan College at Mt. Pleasant, Iowa, is the scene of this unique experiment. The lectures are carried over radio stations WSUI, Iowa City and KBUR, Burlington, Iowa, to eager audiences bent on aviation careers.

GRASS ROOTS

While democracy has not been limited to American soil, it is nevertheless true that it has here had its chief growth and that to this source it owes all its essential features as a great social faith.—*National Parent-Teacher.*

Never was healthful and happy recreation more needed in this country. . . . For the young, pastime is a vitamin of life, for older folks it is a tonic against the fever of despair.—*Dr. Henry Van Dyke*

A Christmas Masque

(Continued from page 134)

"Silent Night, Holy Night" is played and church bells ring. (Chimes are used.) Between Acts I and II, while the stage is being prepared, the instrumental ensemble plays "It Came Upon the Midnight Clear."

Scenes I and II of Act II are the same. Between Scenes II and III of Act II there is a violin solo, "Orientale" by Cui. Between Acts II and III, there is a violin solo, "Bereceuse from Jocelyn."

A strong sentiment for *The Masque* is indicated by these bits of evidences. Pupils ask for certain roles a year or more in advance of the time when they expect to be able to play those parts; pupils, teachers, custodians, and even school patrons volunteer suggestions for improving costuming, lighting, stage settings, and off-stage properties such as the "snow machine"; townspeople were at first reluctant to lend expensive robes and other regalia but have later expressed themselves as highly pleased with the use to which these items have been put; ministers now announce "A Christmas Masque" in their church bulletins or from their pulpits.

Some of the educational values which have been observed may be summarized as follows:

1. Appreciations are developed in many different areas, especially in music, art, and religion. The pupils also come to appreciate the

importance of, and the responsibility of, the school in community life. Cooperative group enterprise is also tried in a real lifelike situation.

At the first sing period following the first presentation in 1932, the director of vocal music said to the students, "You have used all of the sing periods to work faithfully and well in preparation for 'A Christmas Masque.' Today you may sing just what you wish to sing. Who wants to suggest a number?" And from a student body that had distressed all the faculty with their requests for "Betty Co-ed" and "On Wisconsin" came requests for Handel's "Largo," "Ave Maria", "Silent Night", "It Came Upon a Midnight Clear", and "Joy to the World." And to us who believe that the best test of any teaching is to be found in the extent to which those taught seek more of the same or similar content later *when they don't have to*, the evidence was incontrovertible. Since 1932, there have been many bits of such evidence.

2. Social interests and attitudes are developed. Pupils learn to work with one another in an environment that invites objective criticism and continuous evaluation *both from and of* their fellows, their teachers, and the school patrons.
3. Through their experiences in this activity, the pupils have developed techniques for critically evaluating other activities of the school, curricular and extra-curricular.
4. Character and religious development, through both the direct and indirect approaches, result without preachment or moralizing on the part of the faculty.
5. Personal growth comes to all members of the student body because all participate.
6. The activity provides a worthy motive for a part of the music instruction of the school.
7. Many desirable community contacts are established and valuable relations strengthened.
8. The work of several departments—music, speech, industrial arts, art, etc.—is correlated to produce a school-wide project.

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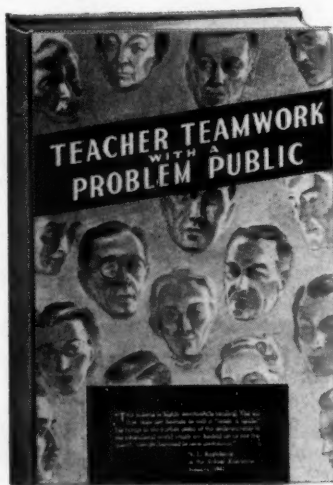


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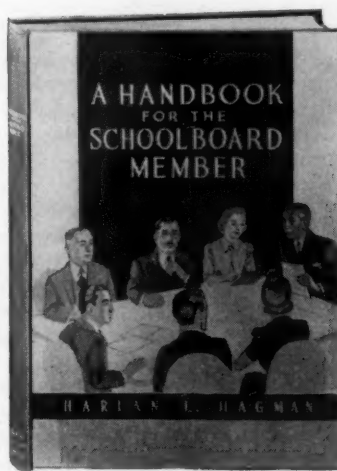


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TUTOR MEN REJECTED FOR ARMED SERVICE BECAUSE OF EDUCATIONAL DEFICIENCY

A degree of literacy represented by the completion of the fourth grade has been set as the educational standard for service in our armed forces. According to the Selective Service, 250,000 of the men rejected due to the lack of education would have been physically eligible for service. Here is a plan for high schools to help remedy this situation.

Get a list of the men from your Selective Service Board who have been rejected in your community because they do not meet the educational requirements. Find out which of these men are willing to be tutored in the subjects in which they failed. Assign some of the most mature and competent pupils in the high school to do the tutoring. Develop outlines, plans, suggestions, and materials for use by the pupils. High school pupils, especially those who expect to take up teaching as a career, will be found willing and capable of doing this work. Of course they will need guidance and supervision in order to make the work effective.

This project will give pupils something to do connected with the war effort which will be valuable experience for them and of great service to the nation. This method of individual instruction would be most likely to get quick results, and it would be inexpensive. Numerous chapters of the National Honor Society and Future Teachers of America do tutoring as regular projects. Why not extend the activity to include the tutoring of men rejected for military service due to educational deficiency? It would be a new approach toward solving the problem, and the success of similar projects indicates that it is practical and would certainly achieve some worth-while results.

ELIMINATE TRAVEL PROBLEM BY BROADCASTING PROGRAMS AS SUBSTITUTES FOR MEETINGS

In normal times numerous conventions and meetings of local, state, and sectional groups of council officers, school editors, Hi-Y representatives, bands, literary clubs, etc., are held every year. Tire, gasoline, transportation, and other problems and exigencies of the wartime conditions are causing the abandonment of many such gatherings.

Why not try a "Meeting of the Air" as a substitute for pupil conventions? This would permit the pupil to receive the help and stimulation which they provide. It would give organizations sponsoring pupil organizations an opportunity of continuing their programs. It might be a means of enabling a larger number of schools

to receive help than could be had from the traditional conventions.

Try giving a "Meeting of the Air" this year by getting the cooperation of the radio stations in your locality. They are glad usually to not only give their cooperation, but will help to promote the event. Let pupils have a part in planning and giving the programs. If several schools have pupils taking part on the program, it is possible for parts of it to be broadcast from different places and thus eliminate almost all travel. —Suggested by the Public Schools of Kansas City, Missouri, which already have started holding "Meetings of the Air."

ORGANIZE A CLUB FOR BOYS WHO PLAN TO JOIN ARMED FORCES AFTER GRADUATION

Start a club for the boys in your high school who plan to enter some branch of the armed forces after they finish their high school course. Make this organization a center for future soldiers, sailors, marines, coast guards, and members of the air corps to acquire information which will be valuable to them when they begin military life.

Secure the help of the person in the high school who is most competent to sponsor a military club, and set aside at least one period each week for meetings. Let the club study current events and books relating to the war, view motion pictures dealing with military life, collect and study maps, learn the insignia of the services, the flags of the different nations, and engage in various other activities which will give an insight into military life and affairs. Invite veterans of former wars, recruiting officers, and soldiers and sailors on leave to visit the club, give talks, and lead discussions. Get the club to prepare a service flag for the school with a star for each former student now in the armed forces. Another project might be to compile the addresses of these men and send them copies of the school and local newspapers and carry on correspondence with them. An organization such as suggested above is serving a very useful purpose in the high school with which the writer is connected.—Daryl Pendergraft, *Boys' Adviser*, Roosevelt High School, Cedar Rapids, Iowa.

LET FUTURE HOMEMAKERS, HI-Y, AND 4-H CLUBS DISCUSS PLANNING FOR MARRIAGE

With continued increase of marriage among men who have been called to military service, a constructive project for homerooms, Future Homemakers, 4-H, Hi-Y, or discussion groups, would be a series of programs on planning for marriage. High school girls, and usually boys

as well, are legally old enough to marry in almost any state, and will profit from sober and objective study of factors that make for success.

Let the young people find out what their own state laws are concerning marriage, and in particular whether their state has the desirable provision of three days' advance notice required before issuance of a marriage license. Such a provision prevents many freak, fraudulent, drunken, or runaway marriages, and others that are foredoomed to disaster. Let the boys and girls get the facts as to what makes marriages succeed; how long people should be acquainted before they become engaged, how long the engagement should last, and what ages are most favorable to successful marriage, the factors associated with successful marriage, etc. High schools are now giving many excellent courses on home and family life, but an objective study of the sort here suggested will help to temper the over-romantic ideas derived from movies, radio crooners, and newspaper headlines. A

good guide for groups making a study or discussing marriage is "Youth Looks at Marriage" by M'Ledge Moffett (Association Press, 347 Madison Ave., New York, New York, 25 cents.) Publications on the subject may also be secured from the American Institute of Family Relations, 607 S. Hill St., Los Angeles, California.—Paul Penenoe, Director, American Institute of Family Relations.

HELP FRESHMEN GET ADJUSTED TO SCHOOL SOCIAL LIFE

Make the timid freshmen feel they occupy a real place in the school by taking them into the group socially—entertain them at a Freshie Frolic soon after they come to high school.

Give each senior girl the names of two or three freshie boys, and each senior boy the names of freshie girls. These "big" brothers and sisters hunt up their "little" brothers and sisters before the Frolic, introduce themselves, and escort them to the affair. Highlight the event by selecting a Freshie King and Queen. Let the freshmen nominate their own candidates, a boy and a girl for each registration room. These candidates may be "paraded" before the seniors who then vote for their choice. Announce the winners at the Frolic and let them reign over the afternoon event. Then entertain them at a pupil-talent program, feed them with refreshments, and dance them for an hour, and these little brothers and sisters will go home filled with a sense of *belonging* to their student body.—Agatha Harding, Adviser, Franklin High Post, Portland, Oregon.

GIVE PUPILS PRACTICE IN MAKING INTERVIEWS

The skills and techniques required in making a successful interview are possessed by few individuals. But today there are many situations where the ability to make an interview is very essential. For example, an interview is almost always required of the applicant for an important position.

Train your pupils through practice how to make an interview. Practice in making interviews can be made the basis of a significant project for almost any kind of club. Pupils who are interested in journalism might specialize in the type of interviews used by newspaper men. Others might interview persons in the locality who earn their livelihood by writing. Pupils who expect to become doctors, lawyers, or teachers might select the persons to be interviewed from among the members of such professions. All pupils should be given training in making the type of interview which is held in making application for a position.

Before letting pupils arrange interviews, spend several days studying and discussing the techniques and methods which they are to put into

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practice. Assign pupils to look up information on the topic and report to the club. Stage several exercises in the form of mock interviews to demonstrate methods and techniques. This project should be a means of helping pupils to acquire skills which will be useful to them all their lives, it should contribute to their social growth, and it should help them develop poise, self-confidence, and judgment.

STUDY HISTORY OF LABOR MOVEMENT AS SOCIAL SCIENCE CLUB PROJECT

About seventy per cent of the pupils enrolled in secondary schools are destined to become manual laborers, according to Floyd W. Reeves, Director of the American Youth Commission. Yet few of the pupils are taught anything about labor unions and the history of the labor movement in America.

Labor unions and the part which organized labor plays in our society should be a subject for discussion in pupil forums, in certain clubs, and in economics and classes studying occupations. Teach pupils about trade unionism and what it stands for, the history of the labor movement in America, labor laws, the Social Security Act, and similar subjects with which every future worker should be familiar. Invite representatives of federal agencies, labor unions, and employing concerns to come to the school and make talks and answer questions. Study

pamphlets which may be secured from unions and other organizations and government literature on the subject. This study might be made the basis for a survey of the occupations in which persons are employed in the locality, or a unit of study on employer and employee relationship which would include material on the history, status, and forms of labor unions, the demands and policies of organized laborers and organized employers, and the weapons of economic warfare and the tools of economic co-operation.

EMPHASIZE MAKING FRIENDS AND WORKING WITH OTHERS IN THE HOMEROOM PROGRAMS

Enjoying life and achieving success in some worth-while activity are pretty much a matter of knowing how to form lasting friendships and being able to get along and work cooperatively with others. Our lives are spent with ourselves and with others. What better aim could the guidance activities in homeroom programs have than to help pupils acquire skill in making friends and getting along with people?

Plan a series of homeroom programs and discussions on this topic. Have pupils write the names of their best friends in the school as a means of finding out whether certain pupils have difficulty in forming friendships. Have them bring in questions which they want discussed on

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the topic. Discussing why your friends do what they do, and learning how you can win and keep friends, how you can win and work with them, can become a fascinating game.

The following questions might be suggestive in planning such a program for homerooms: How and why do people differ? What causes them to behave as they do? What are emotions and how can they be controlled? Why do pupils sometimes find it difficult to get along with others? What are the traits you admire in others? How can one use his leisure time to find the greatest happiness? How can I make and keep friends? What is personality? A book which will be found exceedingly helpful in the discussion of these topics is *People Are Important*, by F. L. Ruch, G. N. Makenzie, and Margaret McClean, Scott, Foresman and Co., Chicago, 1941.

ORGANIZE A FINE ARTS CLUB FOR CREATIVE BOYS AND GIRLS

You will find that an organization or club to promote the fine arts of interest to boys and girls who have a basic foundation for artistic appreciation. Try starting such an organization as a medium for developing excellence in craftsmanship, appreciation of beauty, and planning. Give boys and girls an opportunity to express personality (the most important purpose of a school activity program) through a creative group of this kind.

Let the club programs be the beginning of active projects to make the school environment more attractive. Make one project the beautification of the school grounds. With the help of the NYA workers or those in charge of the school plant, landscape the grounds. With the cooperation of the science department, find out the plants, trees, etc., adapted to the soil. Develop a plan for making the interior of the building more attractive, and carry out the ideas in cooperation with school authorities. There are numerous activities which a fine arts club will find to do which are both interesting and constructive.—*Helen Croft, Student, Senior Class, Tamms (Illinois) Community High School.*

MOTIVATE USE OF SCHOOL LIBRARY BY MEANS OF INTERESTING PROJECTS

"The school library," says Dr. H. C. McKown, "is the new ally of the activity program." It is also an essential factor in moulding pupil opinion. Is your school library supplying pupils with books about defense? Is it serving as the collection agency for the "Victory Book Campaign"? Do pupils make maximum use of it in their studies and in planning programs?

In an effort to correlate library activities with everyday experiences of pupils, librarians have evolved such schemes as "Superman" reading lists. In like manner, interest in how to use the library may be stimulated by suggesting that cross references, indexes, etc., offer clues that

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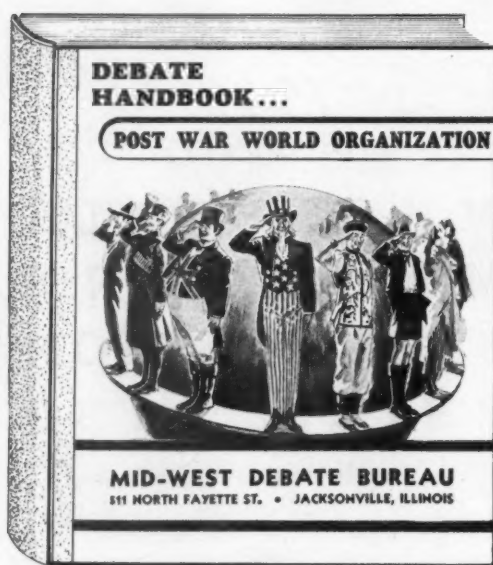
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lead to information just as clues lead a sleuth to finding the criminal. Have you pointed out to pupils that a librarian must be a good detective to track down the elusive questions that they bring? Pupils enjoy running down clues for themselves once they get the idea, rather than letting the librarian do the work for them. There are clues from author to title, subject to subject, and from catalog to the book on the shelf. In encyclopedias there are cross references, bibliographies, indexes, and study guides. From new word meanings in the dictionary, the detective may go on to new fields of knowledge. Reader's Guide and other indexes have codes to be deciphered. Some schools might find it helpful to organize a club of literary helpers, calling it the Sleuth Club, Ellery Queen Club, or some such name. Helpers would enjoy the mysterious air surrounding the club. Tests on the use of the library could be used as a super-sleuth testing ground. A certain ranking could gain for a pupil a block print detective badge made by art classes.—Margaret Hedgecock, Carnegie Library, Laramie, Wyoming.

INTEREST PUPILS IN ARCHERY AS A LEISURE TIME ACTIVITY

Archery has been a leisure time activity for many people since Ancient times. The archery tournament was the most popular form of sports during the Medieval period. During recent years classes and clubs connected with high schools and colleges, Y.M.C.A.'s, Y.W.C.A.'s, and community groups have organized archery teams. The activity seems to be gaining devotees very rapidly.

Start an archery team in your school in connection with physical education, or let some group primarily interested in physical training or recreation take up the activity. Little expense will be involved, as it is possible for the group to make its own equipment. Little skill and effort are required to make bows, arrows,

and targets of different sizes and styles. A flat bow with a pull sufficient for a high school pupil may be made from hickory wood. Flat bows of the style of the English long bow may be manufactured from a high grade lemon wood.

Suitable for both boys and girls, archery gives excellent training in the coordination of mind and muscles. Wonderful for strengthening the muscles of the back, developing the chest, and normalizing the arms, it is a pastime which may become a highly educational hobby. Archery matches can be made one of the most interesting and valuable activities in the high school program.

ADD TO THE SCHOOL ACTIVITY FUND BY INITIATING A PUPIL WORK DAY

In many places the most difficult problem connected with the administration of school activities is that of finance. How to raise money to make activities self-supporting is a problem which has handicapped many schools. If this is one of your difficulties, here is a plan which might prove helpful.

Set aside one day each year to be known as pupil work day. On this date secure one-day jobs for as many pupils as wish to work, and have it agreed that the money earned, or a part of it, will be turned over to the school and added to the activity fund. Almost all firms in the community are usually willing to cooperate and provide work for at least one pupil. The pupils, too, are usually enthusiastic about the project. In planning for the pupil work day, register all pupil volunteer workers and list the kind of work they are best qualified to do. Then let a committee canvass the community and secure a list of businesses and individuals who are willing to employ a pupil for one day. Emphasize to pupils that the project is no charity proposition, and that they must actually earn the amount received. This project often leads to employment after graduation, and it is valuable experience for pupils. Pupil work day has been tried in a number of schools, and it has proved successful in raising money for special projects as well as a means of giving a boost to the general activity budget.

New Helps

● **PARLIAMENTARY LAW DRAMATIZED**, by F. M. Gregg. Published by Personality Press, 1940. 87 pages.

This manual shows how deliberative assemblies should be conducted. It gives in simple form the essential rules of procedure, and it illustrates those rules in dramatized form. It is suitable for practical study of parliamentary law in clubs and classes or for individual training. This book should be in every school library. It is authentic. It is concise. It is easily understood. It is highly readable.

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● **RECREATION AND MORALE**, by Jesse F. Steiner and Chester Babcock. Published by the National Association of Secondary-School Principals, 1942. 72 pages.

This is Unit No. 4 of the "Problems in American Life" series. It is a timely and practical presentation of thoughts on how to plan and use leisure time. In an overhead manner these authors have in this booklet given teachers an explanation of the nature of our leisure-time problem as it affects the youth of today. Teachers who read the book will get an idea of the immensity of the problem and an understanding of its bearing upon education.

● **PHYSICAL CONDITIONING**, by George T. Stafford and Ray O. Duncan. Published by A. S. Barnes and Company, 1942. 110 pages.

This is a new book contributing to our national program for physical fitness. It is well illustrated and easily understood by the reader. It is primarily intended for the athlete and athletic coach, but it is usable by anyone desiring to improve his physical condition. Exercises offered in the book are designed to help all parts of the body and to meet the needs of the various sports. Both men and women will find the book interesting and helpful.

● **THE WAR AND AMERICA**, by Francis L. Bacon. Published by the Macmillan Company, 1942. 125 pages.

Here is a concise analysis and presentation of the nature and causes of World War II. It treats of the history and recent developments of each of the countries involved. In an hour it gives the reader a comprehensive understanding of the nature of the present conflict and a basis for deciding his course in making contribution to the American cause. It is filled with facts that every American should know.

● **SOCIAL-STUDIES SKILLS**, by Forrest E. Long and Helen Halter. Published by Inor Publishing Company, 1942. 117 pages.

This is a fitting title for this book. "Social-Studies Skills" seems aptly to cover the field which these authors have treated. Here are a few of the basic skills presented: How to Use Parliamentary Procedure, How to Use an Encyclopedia, How to Do Committee Work, How to Locate References on a Topic, How to Prepare a Good Report, and How to Write a Report. Every high school and junior high school student would profit immensely by a study of this book.

Comedy Cues

BLAME IT ON COLUMBUS

Teacher—"Explain the difference between Greenwich and New York time."

Student—"New York is behind Greenwich time because America was not discovered until very much later."—*Selected.*

IN THE PUSH

"Fred," said the teacher to a boy who was behind in his class, "you are always behind; you should have more push."

"How can I push," said Fred, "if I'm not behind?"

Teacher: "By what name are Mussolini's followers known?"

Student: "They are called facetious."—*Teachers Digest.*

THOUGHTFUL

A man on a visit to a friend had overstayed his welcome. It was getting towards Christmas and his host thought a kindly hint would have the desired result.

"Don't you think," he said, "that your wife and the rest of your family will want you to be with them at Christmas?"

"Man," replied the guest, "I believe you're right. It's real thoughtful of you. I'll send for them."

SOCIOLOGY LESSON

When a fellow breaks a date he usually has to.
When a girl breaks a date she usually has two.

—*Texas Outlook*

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